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ISSUED SEMI-MONTHLY NUMBER 145

The University of Texas Record

Volume X, No. 1
April 15, 1910

Entered as second-class mail matter at the postoffice at Austin.

AUSTIN, TEXAS

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Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

President Mirabeau B. Lamar.

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THE UNIVERSITY OF TEXAS RECORD

VOLUME X, NO. 1, APRIL 15, 1910

THE THINGS THAT ARE WORTH WHILE

BY EDWARD SANFORD MARTIN, EDITOR OF LIFE

We may or may not think well of our individual selves, and it is a wise precaution against disappointment that we should not think too well, but surely we do right to think with much respect of our species. There is a vast deal of life in the world with which we are imperfectly familiar. We don't know everything that goes on in a drop of water; the bees and ants are most respectable morsels of creation from whom we learn lessons as it is, and might doubtless learn more and better ones if we knew more about them. But from our point of view, and basing our opinion on what we do know, by far and away the biggest thing on earth is man, and how to make the most of him must be considered the most important subject of human consideration. That is what every youth in every school and university is trying to learn; what every teacher is trying to teach. To that end the directions in the catechism—if any young person of this generation sees a catechism—are given us, for that is our errand on earth and so best we glorify God and enjoy Him forever. How then shall we go to work to make most of man, and especially of the man that each of us is responsible for, and so do our share in the accomplishment of human destiny?

We do well at the very start to realize that we shall never make the most of ourselves by working, or striving, entirely, on our own hook and for our own individual selves alone. One of the first great subjects of which we should try to gain understanding is the subject of the relations of men. That we are all a good deal bound together, that together more or less we go forward or back, takes no long experience of life to disclose. We begin early to have that lesson taught us, and we proceed under instruction in it to the last day we live. And some of us learn it and some do not. If we do, it goes far some times to make up for an apparent

lack of considerable success in other pursuits, and if we don't, a great apparent success in other pursuits may ill make up to us for our failure in that. For the great reward in life is, after all, not, primarily, material acquisitions in whatever abundance, but a condition of mind; in thoughts that console and inspire, in inspirations that well up inside of us and make us glad to be alive, in impulses that drive us on to actions and courses of conduct that satisfy the demands of the spirit, no matter what the issue. Character and conduct reasonably consistent with it, are life's great rewards, and character and conduct affect at every turn, and are affected by, our relations with our fellows.

As we regard men so they are apt to regard us. You remember that the Latin *hostis* began by meaning "stranger" and from that easily got to mean "enemy." If as we look out in the world we see a few people that we know, and all the rest "strangers," we are apt to shrink from it, and if we do, our offishness is apt to be reciprocated. But if we really have in us the sentiment of the old-time philosopher, who thought nothing human quite alien to himself, it makes a vast difference, and the world instead of being full of strangers, becomes straightway full of *folks*.

You see that difference of attitude in small children. There are some of so fortunate an inheritance that from the time they are conscious of sight they look out in a world of friends. And others, who, just as instinctively, either distrust or shrink from all but their intimates, or show a cautious discrimination as to whom they shall trust. The ideal attitude for us to have towards men in general is that of a very nice and fearless child. We have Scripture for that, and as comparatively few of us get that attitude by birth, we do well to cultivate as near an approach to it as our cautious and prejudiced minds may consider safe in a world which is partly populated by vendors of gold bricks.

A man failed in business the other day in New York. His creditors got his automobile, and his chauffeur had to find a new place. The chauffeur came back to see his former employer's wife. The tears came to his eyes at the sight of her, and then, of course, they came to hers. "I hope you've got a good place, John," she said, when she could get her voice. "Oh yes, Mrs. Smith, they seem to be very nice people, but *they never speak to me!*" Then they both

cried again. You see the new employers didn't understand human relations. The human side of them was not enough developed to bridge the gap between employer and employee. It's not much of a gap when there are true human hearts on both sides of it; and usually there are, though not all human hearts are articulate. Shyness makes often for misunderstanding and often for what seems like aloofness. For though we cannot know everybody, and though some measure of selection of familiars becomes inevitable in every society as soon as its members increase enough to afford scope for choice, exclusiveness for its own sake is very foolish. We must choose and be chosen. To cultivate one person or one family more, necessitates cultivating some other persons or families less. That is inevitable. Tastes differ, and a preference for one person or one lot of people does not necessarily imply disparagement of others. Propinquity, associations, relationship, and various circumstances determine who our friends shall be, and the advantages of having desirable and profitable friends is so obvious that the most careless observer cannot fail to discern it. The desire for the company of the best people we can get at—our betters if possible—is an aspiration that in itself is creditable to our intelligence, but we fall into a serious mistake if we let it go so far as to prompt us to limit our acquaintances to just the right people and no others. An exclusiveness that shuts us off from the even experimental knowledge of varieties of our fellow-creatures is neither conducive to our profit nor our popularity. We laugh at people, who being highly pleased with the social position they have gained or highly solicitous to gain a better one, live in a state of daily apprehension for fear they will know somebody they ought not to know. They practice exclusiveness to their detriment. To know many people and many kinds of people is in itself a very advantageous thing; for the more people we know, the better chance we have to learn whom we like and whom we can help and who can help us.

One of the best things about working for a living is that it gives the worker common interests with people with whom he could not otherwise come in contact. There are so many kinds of relations in life that are pleasantly profitable; the relations of social equals and of social unequals, of coevals and of persons of different ages, of master and servant, housekeeper and marketman, employer and

employee, and endless others. One of the most accessible of all is the relation of co-workers and of persons of various stations, duties, and capacities engaged in the same task or in tasks which touch with one another. The thing that more than any other single thing makes the individuals who compose human society interdependent is the necessity of making a living or the desire to make money. One does not realize either of these aspirations to advantage without getting down off any perch on which he may find himself installed, and working in the crowd shoulder to shoulder with the other workers. A high degree of exclusiveness is only possible to do-nothings, and is only prized by know-nothings. The people who value it seem to think that the crowd contaminates and vulgarizes; that such virtue as they may contain is diluted and weakened by a large acquaintance with ordinary people; that the only people to have easy relations with are the "nice" people, the people of social position who have something advantageous to confer, the people who are best to dine with and out of whom something can be made. That is a mistaken notion, and the mistake is one of small minds. The people—the great mass of the people—are the fountain of honour and the main source of most advantages. The wise course is to get in touch with as many of them as is reasonably convenient. There are a thousand relations that are worth while; there are a thousand phases of friendship that are worth cultivating besides the kind that flourishes between persons of the same social condition. Social condition is largely accident. It does not touch character nor limit sympathy. In every walk of life there are the traits that invite and repay friendship. There is a common ground, if one's feet can only find it, on which all true people can stand in a substantial equality, an equality of the spirit and the affections. In every walk of life and irrespective of advantages of means and education there are people whose minds are interesting; people of talent, of humor, of sagacity, of sound discretion, and integrity; people of constancy, capable of self-sacrifice and high devotion. The acquaintance of such people is worth cultivating wherever one finds them. Life is an aggregation of daily experiences; most of which are trivial, but the aggregate of trivial things counts for a vast deal. The familiar faces we see in the daily round and the brief exchanges of saluta-

tion and discourse that one encounters are incidents of superficial importance, but they go a long way toward making the difference between existence that is profitable and existence that is dull. To make the world a friendly place one must show it a friendly face.

I think our present President is an uncommonly good example of a man who is by nature friendly to mankind. His smile belongs to his nature. The tribulations of high office may impair its continuity, but they will hardly banish it, because it belongs to the spirit that animates the man. Our late President has the same equality. He is perhaps considerably interested in himself, and well he may be, but he is also intimately interested in all other people, and they, by natural consequences, in him. Nothing human —hardly anything indeed, that is alive—seems alien to that extraordinary man. His sympathies are as boundless as his energies and his enthusiasms. It must be that he understands the relations of man, understands that all of us here are interdependent; must work together if we are to work for good, must win together if we are to win at all.

Our religion as we see it is largely a sort of science of human relations. Its motto, one may say, is "Peace on Earth, good will to Men"; its golden precept is "Do unto others as ye would that they should do unto you," and to bring folks into accord with its spirit seems to be not only the aim of the churches and all the pious machinery of our time, but nowadays of all the politicians who seem to have any impressive measure of leadership. The great cry in politics is for a square deal, and that is just the Golden Rule in different language. I read this month in a newspaper—in a newspaper published in New York—that "the moral sense of the country is in revolt against all kinds of extortionate business" and that it has "ceased to be right to make all the money one can without regard to the future of the country." Everywhere I think I see signs of that spirit. Nobody asks for an equal division of the wealth or of anything else. It has been observed, and I think most Americans have sympathy with the remark, that the two things that contribute most to make life an interesting experience are diversity of sex and disparity of means. Communism has no hold on our people. What they do want is a fair chance. They want to get at least as much as they are willing to give. They are quite

willing that superior ability or forethought or thrift, or energy, or even luck shall gain a superior reward, but they want the game to be fair and the reward to be campatible with future rewards for other folks who may deserve them, now or hereafter. They don't want *all* the sources of reward to be cornered. They don't want any group or squad of men to monopolize or control the sources of wealth, or the law-making power. When they see that being done, they get uneasy and begin to mutter and are very apt to take unwise measures of prevention and say rash things and cast rash votes and pass rash laws.

If they go too far they have to come back again, but the instinct is a sound instinct, whatever may be its faults of expression. It is the instinct that recognizes the true relations of men, that they belong to one another, not the many to the few, to have them and to hold them, but all men to all men, the strong to be the defense of the weak, the wise to be the brains of the stupid; the great to be the fathers of the little. To keep the earth, in so far as is consistent with progress and individual development and common sense, the heritage of all who dwell on it, that is the aim of the considerable politics of our day, as indeed it has always been a driving motive behind most politics that have had any very deep root in the soil of this country.

One thing, then, that is worth while is to understand the relations of men, both what they are and what they must be; in what rights and estates men must be rated equal; in what powers and circumstances and attributes they are bound always to be unequal; what inequalities it must be the aim of law and of teaching and of religion to correct and what are the necessary resultants of liberty and free will and must be left to the medication of the processes of nature and of time.

And it is especially worth while that we, who live in a big community, separated by great distances from our brethren whose political and economical destinies are linked with ours, should understand how very like in their essential qualities, men are; how very like in their wants, their aspirations, their reasonings and their individual differences and disparities are the men in Texas to the men in New York, and the men in Massachusetts to the men in California. Human nature has only one pattern, though there

are many varieties of it. American human nature is not only all of the same pattern, but there seem to be only two considerable variations of it which must be considered permanent. White and black are not to blend in this country, but in so far as I can see all the human strains may. In blood the blending does not come so very fast, except among the people that were originally of Teutonic or Anglo-Saxon derivation. But the blending of spirit, of understanding, of expectation is wonderfully rapid. Soil, food, and climate make their inevitable record on the bodies that they sustain; language, schools, customs, and laws shape minds, and there is something in the air that touches and educates the spirit, teaching it with every inhalation new thoughts and new expectations about human life and the relations of men.

What else is worth while? Money? Yes; undoubtedly money, or what we have in mind when we say money. "Give me neither poverty nor riches," says the sage. Letting riches alone, it takes money to avoid and abolish poverty—indeed, in these days of high prices it takes rather an embarrassing amount of it. Wealth, in one phase of it, is like accumulated life. It is the accumulated fruits of labor, and that is the next thing to life. In wealth are the possibilities of richer and fuller life, but only the possibilities. The fullness of life depends on whether the possibilities can be realized, and that of course depends upon the human factor. At the start man's struggle is for bare subsistence. The struggle is apt to be good for man. Out of the temperature of northern zones where the struggle has been hardest, the best race of men have come. But as the struggle begins to succeed, man, if he is good for much, and capable of high civilization, reaches out for something more than subsistence. Civilization is the development of wants, and the satisfaction of most wants depends a good deal on wealth. There are wants whereof the satisfaction is mere indulgence, and there are others whose satisfaction means every kind of progress. Wealth facilitates education; the increase and spread of knowledge, the development of countries, the organization of the maintenance of human life, so that less labor will afford subsistence, and more time and energy will be left for other things. The wealth of a nation makes for national progress of all sorts up to the point when too many people get lazy and want to live without

work, and lose energy and power because they are not compelled to exert themselves. The wealth of an individual gives increased power to realize his thoughts, gives choice of occupation, time and means for extended undertakings, travel, leisure, health, sometimes because he can rest and buy wise advice and skillful care. Incidentally it gives him the opportunity to grow comfortably and slowly worthless, but that is an opportunity that he can usually avoid if he will.

Money is worth while, and we all want a due portion of it, so long as it means increased fulness of life. To live in a rich country is an advantage, because life is usually fuller there and opportunities are greater and more accessible. But money is only valuable as a means of prosecuting to better advantage this experiment of human life. If by getting money you get more and better life you are ahead on the transaction, but if you devote your life to getting money, and get it, and nothing else, you have made a bad bargain. Your life was your great capital and you have swapped it for a perishable thing, that you can't take with you when you lay your life down. So let us not stake our whole lives on making money. Let us make some by all means if we can—earn it, save it, add to the world's capital and your own—but keep it where it belongs, the incident of work, not the end of living or even of work.

A very moderate income, differing according to circumstances, time, and place, suffices to bring within the reach of any wise man the most important opportunities that life offers. Education nowadays and in this country is easily come by. The poverty that grinds, and blights, and dwarfs, seems fairly easy to avoid. Who is diligent and temperate and is blessed with health and fair mental capacity, ought to get money enough for his needs and his development in this country. Because money is the convenient measure of so many sorts of effort, we are apt to think of it as the great end of human endeavor. But that is a fallacy. There are great men who never get much money and pretty small men who get a great deal. It depends a good deal on what they try for and what they are willing to pay for it. You can't imagine a man like Lincoln being willing to pay very high for money. He needed it, as we all do, worked diligently, took his pay when he could get it, lived simply and laid up something when he had any-

thing to lay up. But his mind was on other matters, far greater concerns, to which his time and energies were easily distracted from the earning of fees.

There are people who seem fit to gather riches, some because that seems as profitable a use as any to make of their time, others because riches are a natural incident of valuable services that they have had the talent and the energy to render. It is the money-getting of the unfit that makes the scandals. The money the various kinds of gamblers get is simply diverted from other holders; the money the grafters get is stolen from the people; the money made out of franchises corruptly obtained is of the same sort. The patent medicine money has a very fragile claim to respect; the money made by skinning stockholders or policy-holders is dear at the price; and so, generally, is the profit that results from the transfer of worthless articles—be they stock, mines, patent medicines, tips, or what—for a valuable consideration. What we need to keep us straight in our money-getting enterprises is a high valuation of conduct and character as compared with riches, and a sincere appreciation that it makes more for happiness to do good work especially if it is done for good pay, than to get hold of money without rendering a due equivalent.

We are not so universally money-mad as we may seem. The elder Agassiz was not the only man in this country who ever felt that he had not time to make money. The longing for riches is not universally a predominant passion. Thousand of men feel that money-getting is not primarily their calling, and would not leave the work they love and pay the price in time and concentrated effort if ever so good a chance was offered them of a fortune honestly won. The man in whom the money-hunger is so strong and effectual that he is willing to devote his life to satisfying it is a very exceptional man. Most of us hate to save, and the pleasure or profit of the hour looks bigger to us than that of the remote future. Moreover, to almost all the leading preachers, doctors, and schoolmasters, and to many of the editors, painters, architects, engineers, lawyers, and big politicians, money, though important, is a secondary consideration. They want to make a living, and much prefer that it shall be a good one, but professional success and reputation is of more value to them than super-

fluous riches. And why not? Is it not a much more satisfying thing to be a living force, master of a great profession or a great art, or a public leader, than to be merely the possessor of riches?

The great check on the value of riches to any man is that we human creatures have only one set of time, one body, one mind, and one soul, apiece. We all, no matter what our means are, have the use of twenty-four hours, and no more, every day. About eight hours we have to sleep. How we shall invest the other sixteen is the great problem of our lives. We can only do one set of things in any given period of time. If we have a million dollars a year, we can do things that we cannot do on one thousand, or ten, or twenty thousand a year. They will be different things, but there is no assurance at all that they will be better things or more entertaining, or more useful or improving. And we cannot do both. If we put in our one set of time in a million-dollar occupation, we have to forego most of the thousand-dollar occupations. If we trail around Europe in an automobile, we cannot be at home reading books, and newspapers and the illuminating muck-rake stories in the 15-cent magazines, and working at our trade or in our garden, or talking to our friends. Our good friend with a million dollars a year cannot eat much more or better food, or drink much more or better drinks, than we can. If he does, he will be sorry. He can have more places to live in, and enormously more and handsomer apparatus of living, but he cannot live in more than one place at once, and too much apparatus is a bother. He can make himself comfortable, and live healthfully. So can we. He can have all the leisure he wants, can go where he likes, and stay as long as he will. Perhaps he has the better of us there. We have the better of him in having the daily excitement and discipline of making a living. It's a great game—that game of making a living,—full of chances and hazards, hopes, surprises, thrills, disappointments, and satisfactions. Our million-a-year friend misses that. We may beat him in discipline, too. We are apt to get, more than he does, the salutary discipline of steady work, of self-denial, of effort. That is enormously valuable to soul, body, and mind. He can't buy it. We get it thrown in with our daily bread.

Education is worth while whether you think of it as the acquire-

ment of knowledge, or as training. It should include both, and usually it does. There are lots of different methods and processes of education, tapering down from the college and their supplementary institution to that "experience" which Franklin said is such "a dear school, but fools will learn in no other and scarce in that." In one school or another, including the great school of human experience, everyone of us is a pupil all our days. And indeed to learn and be trained seems to be the purpose of our whole experiment with life. I can't think of any other adequate reason for our being here.

The whole of the world's progress seems to result from the accumulation of knowledge and the handing of it down from generation to generation. Men change slowly. It is hazardous to claim that they are abler or better now than men were as many thousand years ago as history reaches back to. But they undoubtedly know more now than they did then. There is more to know. More of truth has been discovered and revealed. Access to it is immeasurably freer and its diffusion is wonderfully accomplished. The great men of remote antiquity seem as great as our greatest—possibly greater, but we credit the average man of our day with being much more competent and knowing vastly more than the average man of two, three, five, seven thousand years ago. The great hope of the world is in the accumulation and diffusion of knowledge—including the better understanding of human relations which came to earth with Christianity—and its transmutation into wisdom and power.

What is education? To teach us how to live; to develop our powers; to teach us to think; to teach us to find our place in the world; to find out what to do and how to do it. Any process that accomplishes these things is education. We speak of a man who has been through a college as an "educated man." I won't quarrel with that use of the phrase, for it conveys an idea; but of course there are other processes of education besides those provided by the colleges and the schools. One such process is the period of military service required of most men in Germany and France and other continental countries of Europe. We should hate to have such a requirement here, but it does give a valuable training in certain things,—in neatness, in responsibility, in respect for law

and authority,—all things valuable to have, and no doubt it rouses and stimulates many sluggish minds and bodies, and is a useful training for very many who undergo it, though for many more who don't require it, it may be wasteful of time.

College education has made an enormous growth in extent and popularity in the last thirty years. The American people undoubtedly like it and mean to keep on with it. Now and then somebody denounces it, and all the time it is under criticism for not accomplishing what it should, and much of that is useful criticism. Men who have started young and poor in industrial or business life and by dint of diligence and natural abilities have come out rich, sometimes take a restricted and narrowly industrial view of life, and say that the colleges are of no use and spoil men for practical work. One such person, Mr. Crane of Chicago, was quoted the other day as declaring in this strain that higher education costs the country at least a hundred million dollars a year, and that "this enormous sum is literally thrown away, much to the injury of the country and its people." It is quite enough to say that the people don't agree with Mr. Crane. They know better, and it should be added that out of the ranks of the boys who started in poor and early in industrial or business pursuits, and came out rich, have come very many of the most tireless and munificent givers to the colleges and builders-up of universities. These men, having seen one side of life, have learned to value the other sides of it. That is one reason for their gifts. The other is, that having a great superfluity of means and being anxious to bestow some of it where it will do good, the surest benefit they see that can be extended by gifts of money is education.

I do not, myself, think that a college education is conducive to the acquirement of a large fortune, though it betters one's chances to make a decent living. But that ought to be rated as one of its good points, because huge fortunes are giving thoughtful people a good deal of anxiety these days. We are not afraid there will be too few of them, but, rather too many, and anything that tends to restrict their number, and spread the wealth of the country out a little thinner, is so much gain.

The aim of colleges is not to teach men to get rich, but rather to train them to be useful. They do that. They train in these

days a remarkable proportion of extremely useful men, especially in public life, where sound thinking, truth-seeking, law-upholding men must work and fight and win, if our great experiment in representative government is to succeed.

And, now, is alcohol worth while? It is a question very much before the country in these times. There is no doubt that alcohol in its various potable forms, costs very dear. The drink bill is big. The damage bill which we look upon as a consequence is enormous. There is a strong and wide-spread disposition to cut down both, and that unquestionably is sound.

There is no use of talking about rum and such things as though man had in him little, simple, coffee-mill works. He is no vegetable, nor even a simple animal, but a complicated and obstreperous machine, and one of his valuable qualities is his capacity to be stimulated. The greatest stimulant that has been vouchsafed to him is woman, but he can also be stimulated by love, by hope, by religion, by knowledge, by avarice, by food, alcohol, tea, coffee, tobacco, and drugs. And so can woman. The more man can rely on her and on the spiritual and mental stimulants, the less need he will have of the more deleterious material ones. He must have food—some food. Tobacco has not been indicted yet, though I feel it may be any moment—tea and coffee are admitted to be good, so the main question is about alcohol and drugs.

Does man need alcohol at all? I guess not. Man needs but little here below. It seems to me his need of alcohol gets less and less of respectable endorsement every year. Less and less do people drink alcoholic beverages, or are such beverages recommended to people, under the impression that they are *good* for them. Speaking by and large, alcohol seems not to be wholesome, though it may be considered to be of value as a drug—but some forms of it are pleasant to take and have a pleasant immediate effect, and can be made by careful persons to add somewhat to the joy of living without exacting any serious penalty.

Legislatures, it seems to me, should leave to men who are still *compos mentis* reasonable discretion and freedom of choice as to whether, and when, and what, they shall drink, but should very carefully regulate their liberty to enrich themselves by the manufacture and sale of intoxicants, and by inducing other folks to

drink them. And it should favor the milder and less harmful beverages as compared with those that are less bulky and more potent.

The encouraging signs of our time anent drink are the increase of abstemiousness and even of abstinence, among the intelligent, the fair success of local option laws, and the refusal of employers to tolerate drinking among workers in employments of high responsibility. Alcohol seems constantly to be better understood. Impatience with the mischief it does is increasingly deep and persistent, and efforts to abate those mischiefs is ceaseless. All that is encouraging and would be still more encouraging if the effort were more intelligent.

Alcohol is not the root of all evil. That root is still the love of money as heretofore. They tell us alcohol is a poison. I dare say money is a poison also. I have seen it work as though it were. Fatigue produces a poison in the body, so the learned doctors say; but we cannot get along without some of the poisons—not without some money and some fatigue. Whether the civilized world would be better off without any alcohol, I do not know. Philosophically speaking it may be of more use as an antidote to other poisons than we appreciate. Cocaine is worse. Opium is worse. Patent medicine is not much better. We can be sure, though, that our world is consuming a great deal more alcohol than is good for it, and would be better off with less.

Just one more matter for consideration. Not that there are not many more topics, but there is not much more time.

Are votes for women worth while?

I don't know that that is yet an anxious subject in Texas; I rather hope it is not and will not be. But in New York, and especially in New York City, it has been made of recent months to seem rather urgent. It is not exactly man's business to decide it, though he and his vote constitute the machinery by which the decision will be made if it ever has to be made at all. Man's business, as it concerns woman, is to provide, in so far as lies in him, that she shall not regret being born into this world a woman and not a man. His concern is to see that she has, in so far as he can manage it, as full and satisfying a life as he has himself, a life unlike his but not less richly endowed than his

with the opportunity for full development. That responsibility man, in ordinary circumstances, takes with a good deal of philosophy, being much disposed to get all he can, and let woman help herself to such a share of it as she is inclined to convert to her use. This method seems to work pretty well. I think the great majority of American women are still as nearly satisfied with it as they hope to be with things in this world. But a considerable fraction of the women in England and a very active if not very considerable fraction of them in my part of this country, insist nowadays that their life is not as full nor their opportunities as ample as they should be, and that these won't be until woman gets the right to vote.

This disposition, when it has gone on long enough and been expounded with sufficient vigor on enough platforms and in enough newspapers, tends after a while to make man a bit uneasy, and bring him into the condition of continually taking stock of himself and his belongings to see what he has got that woman wants, and whether he has got enough—whether there is enough in life to satisfy her.

For every wise man knows that one of the things most worth while is to command the active, willing, and intelligent co-operation of women in the management of human affairs. He must love it. There is no price, consistent with human progress and the persistence of humanity, that is too great for him to pay for it. If woman ought to have an immediate, instead of an indirect, share of political power, of course it is only a matter of time when American women will have it. In the long run, nothing that they want is going to be denied them, that is in the gift of American men.

There is no very widespread persuasion of the infallibility of man, but there is no doubt at all of the mutual interdependence of men and women. They do the world's work between them, dividing it according to their especial gifts and capacities. Between them the voting is going to be done, for the benefit of both, and to my mind it doesn't matter very much whether the men do it all, or the women do a part of it. Either way the real rulers of the world, men and women, will rule it, and the real shapers of its destinies, men and women, will shape them.

I confess to being more in sympathy with the women who prefer not to vote than with those who want to. Perhaps I flatter man, but it seems to me he is rational rather more days in the year than woman is, and so a little more reliable as a voter. But that is of no great consequence. I observe that every modern father wants to bring it about that his daughter shall be in the most possible degree the arbiter of her own fate. He wants her to be a free woman, and to have, somehow, everything that is good for her, and, if necessary, to be able to get it for herself. If she marries he wants her marriage to be an equal partnership. The whole theory of the relations of men and women is nowadays very much under scrutiny and is sharply assailed by critics. If that troubles us, our best solace is likely to be found in the reflection that, after all, it does not matter so very much about theories on that subject, because Nature is deeply concerned in it, and is not very polite to theories. If they go the way she is travelling, they succeed; if they cross her path, they get run over. The man and woman question, and all its theories and modifications are in the keeping of Nature as heretofore, and there they will remain whether woman votes or not.

THE OXFORD SYSTEM OF EDUCATION

BY STANLEY ROYAL ASHBY, B. A., INSTRUCTOR IN ENGLISH

Nearly six years ago, when the writer of this paper was sitting in the Regents' room of the University of Texas, waiting, with several others, for the first questions of the Rhodes scholarship examination to be handed to him, Dr. Fay, who was conducting the examination, addressed a few words to the little group of candidates. Among other remarks, he expressed the hope that whoever was fortunate enough to be chosen as the first Rhodes scholar from Texas, would return and give the people of his own University some idea of Oxford since he had never known anyone who possessed more than the vaguest notions concerning it. Since the writer was the fortunate man, the pleasure of granting this request and similar requests from a few other people, falls to his lot. In the following pages, he will give as clearly as he can a description of the Oxford system of university education, and he will confine himself fairly close to this theme, referring the reader who wishes a lively account of the student life in the romantic precincts of Oxford to the hundreds of other books and articles on the subject.

One of the most striking peculiarities of the University of Oxford, and one that must be thoroughly understood by the stranger if he is to comprehend many other things, is the relation of the colleges to the University. Oxford University is composed of twenty-two colleges. Each of these colleges is an independent corporation, occupying separate buildings, providing for its own government, possessing and managing its own property, enforcing its own discipline, and providing for the instruction of its own members. Each college, too, enforces its own entrance requirements, a fact that may appear to some people sufficiently peculiar when they are informed that college membership carries with it, *ipso facto,* membership in the University. There is, it is true, one other way in which a man may enter the University, and that is by becoming a member of the body of non-collegiate students,

but these students are so few in number that they are comparatively a negligible quantity.

The University itself is an organization that exists mainly for the holding of examinations, the conferring of degrees, and the management of a few large features of the body corporate that are enjoyed by the members in common, such as libraries, laboratories, etc. The rather abstract nature of the University is touched upon in one of the many jokes on the American tourist current at Oxford, wherein the unsophisticated Yankee is made to ask how far it is from the railway station to the University—a question that appeals to the Oxonian as delightfully absurd, especially as the college buildings themselves are scattered all over the city, some in the heart of the business section, others almost on the outskirts.

But possibly the most important point to be borne in mind by one investigating the Oxford system, is the fact that the University is essentially an undergraduate institution. The vast majority of the students work for the B. A. and M. A. degrees, and when they have secured these degrees, they crave no other handle to their names, at least of an academic sort. Indeed, the method of procedure that results in the Oxford B. A., is preeminently the basic part of the Oxford mill; it is the training without which one may hardly be said to obtain the true flavor of an Oxford education. Besides, the B. A. is prerequisite to the M. A., and it is only those people who hold the Oxford M. A. degree that have any voice in the democratic government of the University. There are other bachelor degrees, it is true, such as the Bachelor of Literature and Bachelor of Civil Law, but they are are all advanced or research degrees and do not lead to ths M. A. Following the advanced bachelor degrees are, in most cases, the corresponding doctorates. But since the work for these higher degrees affords no striking peculiarities, and since the work for the B. A. is of such preponderating importance, our discussion of the Oxford system will deal almost entirely with the procedure resulting in this B. A. degree.

To secure the B. A. at Oxford it is necessary, for one thing, to have twelve terms—or, in other words, three years—of residence to one's credit. This does not mean that one must neces-

sarily reside within the college walls for three years, but it means that during this period one must be a member of his college, must live in quarters approved by the college authorities if not actually in the college buildings, must pay all the required fees, and must be subject to the rules and supervision of his college, it being understood, of course, that the student is perfectly free during vacations. The other requirement—not to mention fees *ad infinitum*—is the passing of three University examinations: first, the entrance examination, officially termed Responsions but popularly called "smalls," which, by the way, is frequently not taken until after a student has been allowed to reside in college, for several terms; next, the First Public Examination, popularly called "Moderations," or "Mods," for short; and, lastly, the Second Public Examination, usually spoken of as the "Finals" or the "Schools." (Once the B. A. is secured, the M. A. follows naturally about four years later, provided certain fees are paid, no further work of any sort or description being required. The M. A. may even be taken *in absentia*.)

Of the First and Second Public Examinations, which we shall call Moderations and Finals, there are two distinct types: there are Pass and Honor Moderations, and Pass and Honor Finals. The Pass examinations are comparatively easy, and confer little credit upon the person who undergoes them successfully; indeed, as the name indicates, they merely give a man a pass. The Honor examinations, on the other hand, are sufficiently difficult, and the student's success therein is measured by a graduated system of Honors—first, second, third, and fourth. Strangely enough, the student is left almost entirely free—except at some colleges where only Honor students are accepted—to decide whether he will secure his B. A. degree by taking Pass examinations or Honor examinations. He may even combine the two, if he likes, taking Pass Moderations and Honor Finals, or Honor Moderations and Pass Finals. The former of these combinations was adopted by most of the Rhodes scholars, including myself, for few of us cared for the thorough drubbing in the classics that one gets in Honor Moderations, and three years is not sufficient time for the passing of both Honor examinations.

It will be impossible, in the space at my command, to give

the reader a thorough understanding of the nature of these examinations, but I can give him a few general ideas concerning them. All examinations, be it understood at the beginning, are divided into two parts—a written and an oral part. The oral part, called the *viva voce*, which occurs sometimes a few days and sometimes a few months after the written ordeal, is a sufficiently discomfiting performance. On such occasions, the uneasy student must face three or four impressive dons in cap and gown, and be quizzed from twenty seconds to an hour, according to the dubiousness of his case, on points concerning which he showed weakness in the papers handed in. It is said, however, that a *viva* never lowers one's grade, though it may raise it.

Responsions is an easy entrance examination in the classics and mathematics. A fair knowledge of Cicero and Xenophon, of Latin and Greek grammar, and of arithmetic and algebra is sufficient ordinarily to pull one through. But this mild test is supplemented in many of the colleges by an examination in one or two additional subjects, which the applicant for admission to a college must pass, in order to satisfy the requirements of his college, after having satisfied the requirements of the University.

The student is now left in peace by the University examiners until he is ready to take his Moderations. Pass Moderations may be taken as early as the end of the student's second term. This is an examination on three specified books (one Latin and two Greek, or two Latin and one Greek), on logic or algebra and geometry, on translation of English into Latin, on translation from Greek and Latin books not specially prepared. Honor Moderations is a vastly more formidable ordeal. It occurs in the second term of the student's year. It stands for by far the greater part of the training that Oxford gives in the classical languages and also for a fairly thorough study of the classics from a literary point of view. It is attempted usually by only the more able students, and the degree of success that they attain therein—that is to say, first, second, third, or fourth Honors, or failure—becomes a source of pride or regret for the rest of their lives. There are, by the way, two substitutes for Moderations,—namely, the Preliminary Examination in Jurisprudence and the Preliminary Examination in Natural Science,—but lack of space forbids a description of them here. But whether the student

takes Pass or Honor Moderations or the two substitutes just mentioned, he must undergo that anachronistic test which is a part of each and is the same for each,—the Examination in Holy Scripture. This strange survival of earlier centuries—preserved possibly on account of the fee of one pound that each victim must cast into the inadequately filled University chest—required in my day the ability to translate the Greek texts of Matthew and John, and a familiarity with the subject matter of these two Gospels and of the Acts of the Apostles.

After the Oxonian has put his Moderations behind him, he is ready to begin work for his last examination, his Finals. The work for this examination comprises the student's chief business at Oxford, and covers ordinarily a period of two or three years. The scope and character of the work are determined entirely by the examination.

Pass Finals are really three examinations in one, for the candidate is examined at different times—or at the same time, if he chooses—in three "subjects." These "subjects" correspond more or less closely to what we call "courses" at the University of Texas, though the work in one "subject" is as extensive as the work in two to four courses at our own University. Since these "subjects" are chosen from four prescribed Groups of "subjects," Pass Finals are popularly called "Groups." Groups, obviously, are not a difficult series of examinations. Indeed, the good student should find it rather easy going to travel to an Oxford B. A. degree by the Groups highway, though it is a fact that not a few dull and trifling wayfarers on this easy road lose heart, and fail to reach their journey's end.

If, however, the candidate for an Oxford B. A. chooses to reach his goal by the Honor route, he has a very much longer and more difficult road to travel, and will do well if he finally arrives not much the worse for wear and tear. Leading to the Honor Finals are the nine Honor Schools, which are as follows: Classical Studies (called Literæ Humaniores or "Greats"), Modern History, Jurisprudence, Theology, Natural Science, Mathematics, Oriental Languages, English Language and Literature, and Modern Languages. (The term *school* here, be it noted, does not mean a building or institution, or even a department.) Each

of these Honor Schools is a rather comprehensive, prescribed course of study in one subject. But the important point to observe, the point that seems so unusual to many of us Americans, is the fact that the candidate for an Honor degree takes only *one* of these Schools, and, consequently, only one of the Final Honor examinations. For instance, when a student has passed Moderations and enters the School of Modern History, he directs all his labors, during the remaining two or three years of his undergraduate life at Oxford, toward the passing of the one Honor examination in Modern History, the scope and character of which are sufficiently advertised. He must stick to his bush strictly, for this will give him more than enough to do. If he spends valuable time in gathering a bit of fruit here and there from other alluring bushes in the neighborhood, he does so at his peril. Indeed, the specialization which is required in the preparation for an Honor B. A. degree is one of the most characteristic and, at the same time, one of the most effective features of the Oxford system.

The method of instruction at Oxford offers equally as many surprises for the American as does the examination system. The instruction is carried on by means of tutors and lecturers, these terms being here used in a loose way, with reference to the services performed by the gentlemen, and not as specific titles, which may be *fellow, tutor, reader,* or *professor,* and for any of which may be substituted the general term *don.* Frequently the same teacher both lectures and does tutorial work; even University professors sometimes do tutoring.

Before the student has passed his First Public Examination—Moderations or a substitute for them,—he is not usually assigned to any special tutor; the senior tutor of his college supervises his work, and, incidentally, his life. During this period he is required to attend certain lectures bearing on the work for his examination, and, like the American undergraduate, is usually required to prepare regular lessons for some of the lecturers and to submit to questioning in class. But after the passing of Moderations all "class-room work," as we understand it, ceases. Henceforth he does the reading and writing required of him by his tutor, to whom he goes for advice and instruction, and he attends many

lectures, but he is almost never required to go through the ordeal of a class recitation. If he seeks for a Pass degree, he continues to do his work mainly under the supervision of the senior tutor of his college. If he is working for an Honor degree, he is assigned to a special tutor, who remains his tutor until he takes his degree. Usually he is assigned to the college tutor for his particular Honor School, but if, as occasionally happens, his college has no tutor for the Honor School that he has chosen, it pays the proper kind of tutor of some other college to act in this capacity. For instance, when I was at Oxford, my own college, Merton, had no tutor for the School of English Language and Literature, the School in which I chose to take my degree; so it arranged that Mr. E. de Sélincourt, of University College, a specialist in the work of my School, should be my tutor.

The tutor has the entire supervision of the student's work. He has the student—sometimes alone, and sometimes in company with several others who are pursuing the same kind of work,—meet him in a personal conference of an hour's duration at a stated time once a week. At these conferences he advises the student in regard to his reading, tells him what lectures to attend, and usually has him read or hand in an essay on some topic assigned at a previous meeting. These essays written for the tutor are a very important and effective part of the work. They always deal with some important point connected with that particular stage of the work pursued by the student at that particular time, and form the bases of discussion at these tutorial conferences. They are criticized in respect to both the value of the material and the effectiveness of its presentation, and it is in dealing with these that the tutor secures his strongest hold on his pupil.

The lectures at Oxford are of two distinct classes,—Pass lectures and Honor lectures,—being designed to afford preparation for the Pass and Honor examinations respectively. The Pass lectures, as a general thing, are solely for the benefit of the members of the college in which they are delivered. The Honor lectures, on the other hand, are, with few exceptions, open to all the members of the University without restriction, so that a student of one college may attend what lectures he pleases at the other colleges. It frequently happens that for long periods a student

has no lectures at all in his own college, but goes now to Oriel for one, now to Christ Church for another, now to Worcester for a third, and so on, as the case may be. The delivering of these lectures has been reduced to a system, which is supervised by central authority in such a manner as to prevent overlapping and to insure that no essential part of the work is neglected. The Honor lectures may be divided into two classes, those delivered by the various college dons, and those delivered by the University professors, the former class being much the more numerous of the two, since the University professorships are a comparatively recent innovation; but as far as the student is concerned, this distinction between the two classes of lectures is of no practical moment. Attendance at lectures is not compulsory, and since the lecturers rarely employ any effective means of determining what students are attending their lectures, roll-call being almost unheard of, and the regulation cap and gown of the Oxonian being deemed sufficient passport for admission, the student may practically do as he likes about attending, without his tutor or the authorities of his college being any the wiser. Ten lectures of an hour each are the average weekly program, though the shirker may considerably reduce this number, or possibly abolish it, and even the hard-working student may sometimes find it more profitable—especially during that terrible period just before the final examinations—to stay at home and work.

But more important perhaps than tutorial instruction and attendance at lectures, as a factor in the student's training, is the enforced practice of wide reading. This reading, of course, may be considered to some extent a part of the tutorial instruction, as it is the tutor's duty to give what help he can in recommending books, but since so much depends upon it in the Oxford scheme of things, it deserves a few separate remarks. The Oxford phrase, "to read for a degree," is very significant, for that is exactly what one does there. Tutors and lecturers, with their eyes on the examination requirements, serve to give one merely the outline of his work, which must be filled in by wide reading and, in the case of an Honor student, by very wide reading indeed. But the social amenities of Oxford life and the short terms do not permit the student while actually in college to accomplish

half the reading that he finds it necessary to accomplish in order to give a good account of himself in the final examination. The vacations, however, being very long—six weeks in December and January, five weeks in the spring, and sixteen weeks in the summer—afford a much better opportunity for reading, and the wise student takes advantage of it. In fact, the tutor practically forces this reading upon the student, for at the beginning of each vacation he assigns certain books to be read during that period, and at the beginning of the next term gives him what we should call a "written quiz," but what Oxonians very appropriately call "collections," on these books. Thus do Oxford students contract the reading habit, which, I am sure, stays with many of them for the rest of their days.

Such, in brief, are the most prominent features of the Oxford undergraduate system. The reader may now be interested in receiving some first-hand observations as to the actual workings of this system, though I feel sure that most of the University people who will see these pages could figure out for themselves many of its advantages and disadvantages.

The division of Oxford into virtually two Universities by the distinction between the Pass and Honor Schools may seem at first sight as absurd as it is different from anything that obtains in this country. For obviously this arrangement entails the granting of the B. A. degree as a reward for fulfilling one or the other of two sets of requirements, differing from each other most strikingly in thoroughness. As a matter of fact, however, it is not the same B. A. degree, for although Oxford makes no distinction in the granting of it, the manner in which any particular graduate has obtained his B. A. never remains a secret long for those who care to know about it, and makes all the difference in the world when his advancement depends upon his scholastic record. Really this division of the University into two parts has important advantages. In an article in the *Dallas News* several years ago, I summed up the matter as follows:—"The Oxford Pass Schools, unworthy of admiration though they may be, serve a very excellent purpose. They provide for that large class of stupid or easy-going students who desire to live in the cultured, sociable, and inspiring atmosphere of Oxford for a few years, without doing

any work that might with justice be called scholarly. This class, of course, can not be kept out of any university, English or American, and, in fact, they are so numerous at Oxford as to convey a very erroneous impression of the industry of Oxford men in general to the observer who does not know the distinction between Pass and Honor Schools. But Oxford shows wisdom in making a special provision for these unpromising people, since in this way the better men are cut off from the scholastic association with the worse ones. The Honor Schools are provided for men who have more than a mere assimilative capacity for facts, who have the ability to bring personality, originality, and creditable reasoning powers to bear upon their work, and who have a more than ordinary desire to do well; moreover, these Honor Schools, through their flexibility, through the high grade of work demanded, and through their system of graduation Honors—first, second, third, and fourth—give every opportunity and every stimulus to brilliant work."

The infrequency of examinations at Oxford has its disadvantages. It is certainly true that when one finishes his Moderations and realizes that he has only one more examination between him and his degree—an examination, moreover, that is not to occur for two or three years,—he is tempted to procrastinate. Examinations seem a far-off, hazy something, troublesome, of course, and to be urgently considered some day, but not to be allowed for the present to interfere with rowing or hockey, or to impair the serenity of long, lazy chats, in soothing, tobacco-laden atmosphere, after tea. When the unwary Oxonian yields too recklessly to this temptation, he may as a consequence be "ploughed in the Schools,"—in other words, fail in the final examination,—or he may possibly work so feverishly during those last weary months before the dread ordeal as seriously to endanger is health. But safeguards to prevent this sort of thing are, by no means, lacking. The "collections," or written tests, that occur at least once a term, usually at the beginning, serve to show the tutor how well or how poorly the student is employing his time, and if the latter's performance on several of such occasions is unsatisfactory, there is danger of his being "sent down" (local parlance for "sent home"), and he realizes the danger. And tutors have still other ways of

"keeping tab" on one's industry. But even if we grant the danger of fatal procrastination, the advantages derived from this system of few examinations more than make up for it. The fact that there is only one examination to test a student on what he has learned during the two or three years that he has spent in working in an Oxford Honor School, is, to my mind, one of Oxford's strongest points. For surely an examination that forces the student to gather together such a large amount of material, and to classify it and to understand both the larger relations and the essential details, so that he may be prepared to answer any reasonable question at any time, insures a comprehensive grasp of a subject, and a grasp that will be apt to hold. Cramming is discouraged because it is almost futile. It is easy enough sometimes to memorize a sufficient number of facts connected with a mere fraction of one's subject to enable one to pass a creditable examination on it on short notice, as so many of our American students have discovered, but hasty preparation is a poor staff to lean upon at Oxford. The Oxford student finds that his only hope of success lies in his repeatedly covering much the same ground from as many different points of view as possible, with special reference to the inter-relation of facts, till his knowledge bids fair to become, not something that to-day is and tomorrow is not, but a permanent and vital part of him.

The degree of specialization imposed upon the student who takes an Honor B. A. at Oxford has been much criticized, but may easily be defended. It is true that such a student spends the last two or three years of his course in working in a single Honor School to prepare himself for a single examination, but it is not true that he specializes in any very narrow sense. The subject of each Honor School is studied in a very broad and comprehensive way. The School of English Language and Literature, for instance, although laying special emphasis upon certain important parts of the subject for the sake of thoroughness, embraces an historical study of the language from Indo-Germanic to Modern English, and requires that the student should be reasonably well-informed in regard to the whole field of English Literature. Moreover, many of the literary works are to be studied—to quote the language of the Examination Statutes—

"in their relation to the history and thought of the period to which they belong." French and German, too, are so helpful in a study of English philology that the earnest student is inclined to secure some knowledge of these languages. Old French philology, in fact, is among the special subjects for this School, one of which subjects must be chosen by each candidate who aims at first or second Honors. Surely this is no narrow specialization. It is simply an example of the Oxford idea that it is better to do one thing well than to do many things superficially. And the success which in the course of centuries has attended so many men who are the products of this system, while proving nothing, is calculated to make one question somewhat the wisdom of our American fashion of allowing a student, though perhaps not encouraging him, to put his education together like a crazy quilt, thus insuring that he will not long remain familiar with any single patch of it. But perhaps the best reply that can be made to a criticism of Oxford specialization, is to point out the fact that the Oxonian scholar begins his specializing just a few years earlier than the American. As an undergraduate, working for his B. A., he confines his work to a single field in a manner very similar to that of the American who concentrates his efforts after he has won his B. A. and is striving for his Ph. D.

But the most characteristic feature of the Oxford machinery of education is the tutorial system. The chief virtue and the chief weakness of this system lie in the same feature,—the personal influence of the tutor. If the tutor be a man who, on account of an attractive personality or contagious enthusiasm or an exacting disposition or what not, stimulates his pupil to do his best, he may give this pupil a lasting impetus that our own system of conflicting and imperfectly exercised influences cannot be depended upon to give. (And right here allow me to assert that the extremely successful tutor is not necessarily a profound scholar.) But if, on the other hand, the tutor be a man of obviously imperfect training, of disagreeable or unenthusiastic disposition, he may do no end of harm; he may even dishearten his pupil to such an extent as to cause abandonment of work or ultimate failure. And one's tutorial fate, be it observed, is made especially important by the fact that the student

is doomed to submit to the same influence throughout the whole of his two or three years' work in an Honor School, since a change of tutor can be arranged, as a rule, only with difficulty and unpleasantness. And this influence is exercised not only in hours of conference, but also in sociable hours at the tutor's dinner table or over his tea cups, for Oxford tutors rarely fail to extend to their pupils the hospitality of their homes. Such being the situation, it is natural that one should be induced to go to Oxford on the chance of coming into intimate contact with some of the many great personalities there, especially since it is frequently possible to arrange to have the tutor of one's choice.

But there are advantages of the tutorial system not directly dependent upon the personality of the tutor. The discussions that take place in regular conference hours are of an informal character, and since they usually take place in the tutor's private sitting-room or library, with him alone or with the additional company of two or three other students, whom one gets to know very well, the discouraging impressiveness of a big class-room is lacking, and the student finds it much more easy to talk. Indeed, the spontaneity of the discussions is often such that they are continued by the students in hours of relaxation, without any consciousness of "talking shop," a thing rather rare in American universities, where one's studies are considered tiresome matters, divorced from ordinary experience and not to be thought of except when one is working. Even if the Oxford student does not care to talk in conference, he cannot well avoid doing so, for, unlike his American cousin, who can sit on the edge of a crowd and meet or parry once or twice a week an isolated question that interrupts for a few seconds his football meditations, he is one of a very small group before the fire, and must take a creditable part in the conversation or have the humiliation of being shown up before his friends. But perhaps the best feature of these discussions lies in their tendency to digress. They ordinarily begin with the reading of one of the essays prepared for that day, but remarks that start with Cromwell may wander to William the Conqueror or even to Napoleon for purposes of comparison, so that the student is frequently reminded that he should be familiar with

the whole field of his work, as well as with that particular portion selected for his immediate attention,—in other words, that he should *continue* to know whatever he *has* known.

My remarks thus far have dealt entirely with the Oxford undergraduate work leading to the B. A. degree, for, as I have observed elsewhere, it is this part of the system that differs most widely from American methods, and hence needs most explanation for American readers, and, moreover, it is this that is the chief concern of the University. We must not, however, neglect the graduate work entirely. There is nothing at Oxford that could precisely be called a graduate school, but the requirements for the research of degrees of Bachelor of Literature and Bachelor of Science and their corresponding doctorates, produce practically an equivalent. A student's work for one of these degrees must be pursued "under the direction of a committee of two, one of whom is usually a Professor, appointed by the Board of Faculty to which his subject belongs." In addition to the residence requirement of eight University Terms (i. e. two years), he must first have "satisfied the Board of Faculty, by examination only, or by submitting a dissertation, which, if approved, is necessarily followed by a viva voce examination. The Board may further require the candidate to publish his dissertion or some part of it.'"[1] This work may be aided to some extent by the more advanced lectures in the Honor Schools leading to the B. A., and by small classes in the nature of seminars, which Professors have always shown themselves ready to organize, whenever the demand manifested itself; but there is little or nothing in the way of lectures especially designed for the graduate student. Such a student must depend mainly upon the instruction and guidance of the committee appointed to direct him, and upon his own investigations. In making these investigations, fortunately, he has a rich field in which to work—the splendid museums and libraries of Oxford. The most important among the museums are the Ashmolean Museum and the University Museum, the latter being especially well equipped with material for scientific study. (It might be noted, too, that the British Museum, probably the greatest in the world,

[1] Scholz and Hornbeck, *Oxford and the Rhodes Scholarships*, Oxford, 1907, p. 88.

is only a two-hours journey from Oxford.) As for libraries, the magnificent Bodleian, with its 600,000 bound volumes of printed works, and about 30,000 bound volumes of manuscripts, the Radcliff Camera, containing a copy of nearly every English book published since 1851, and the various college libraries, some of which are extremely old and contain many rare books, and all of which are easy of access to the Oxford student, afford almost unequalled facilities for research work. The old Oxford ideals of culture and polite learning have been but imperfectly in accord with the modern professional, technical, scientific, or specializing spirit, but the University is yielding somewhat to the tendencies of the times, and may gradually come to use its splendid resources of material and scholarly men more systematically and effectively in the interest of research.

But tutors, lectures, degrees, libraries, and other formal educational contrivances are not the only things at Oxford that tend to make the student a more worthy member of the human species. No discussion of the University would be complete without some comment on the student "life," for this is considered an integral part of the training, and by many Englishmen, without any disparagement of Oxford scholarship, it is considered the most important part. To understand this high regard for the Oxford life, it is necessary to realize two things. In the first place, the young Englishman is sent to Oxford, not, as a general rule, in order that he may acquire learning with which to earn his living —for, in most cases, he does not need to earn it in that way if he earns it at all,—but in order that he may emerge from the experience an example of the approved type of English gentleman. The ideal is not usually a commercial or a practical one, as it is with us Americans, but it is more often an ideal of mental enrichment, character development, and social polish. In the second place, the beauty of the ancient city, hardly suspassed anywhere in the world, the many memorials of a past that seems almost alive in such a quiet Old World retreat, and the traditions and customs that have been religiously preserved through six or seven centuries, all combine to give the life a potent and peculiar influence that many are eager to experience.

Fortunately, at Oxford the living of "the life" is not easy to

avoid. At least two years of the student's residence there are spent actually within the mouldering, impressive walls of the college, perhaps in rooms that Shelley occupied, possibly in those of Gladstone. Even before he is settled in his two comfortable rooms (a "sitter" and a "bedder"), his fellow-students begin to look in upon him, especially the upper-classmen, who invite him around to breakfast, luncheon, tea, or what not. Dinner, it should be noted, is the only meal served in the big dining-hall to all the students together: the other three meals just mentioned are served in the individual student's sitting-room, either to himself alone or to him and such guests as he may choose to invite. This arrangement provides ample opportunity for hospitality—if one can afford to run up a big bill at the college kitchen,—and Oxford hospitality is perhaps unequalled, it being extended to the students liberally even by the college dons. Freshmen are not expected to return the hospitality of the upper-classmen and dons; in fact, they are expected *not* to, and an attempt to acknowledge such favors by anything more than the required call is sometimes met with a brusque response. But freshmen, after they have become acquainted with one another, at the boards of "their betters," are expected to exchange hospitality among themselves. Thus it is that the newcomer in college, if he yields to the influences about him, finds himself living the social life of his college almost before he knows it, learning how to play the host, falling into the ways of the most approved type of English gentlemen, and rubbing elbows with men who may some day, perhaps, take a prominent part in the affairs of the British Empire.

If he resists these friendly advances, he may be subjected to less considerate treatment, or—what is worse, when one is thrown constantly with his fellows,—be left severely alone. At night the outer gates are securely fastened, and although one always has the liberty of the spacious quadrangles, the members of the college are shut up to themselves, and must bear with one another. It is usually difficult to be a recluse. If one "sports his oak" (that is to say, locks his own door), he is considered no sportsman, and may have his "oak" smashed in by indignant prowlers. If he makes himself seriously unpopular by persevering in this disposition to keep aloof from his fellows and their activities, even more

distressing things may happen to him; his room may be "ragged" —his bed drenched with water, for instance, or some of his furniture thrown into the quadrangle.

Such unfriendly treatment is most frequently accorded to those men who decline to take any part in the athletics of their college. At Oxford no other kind of aloofness is so keenly resented as this. Since the various colleges are so small, having from less than a hundred to three hundred students, and since each college strives to put out a winning crew on the river and winning teams in Rugby football, association football, hockey, cricket, tennis, and sometimes still other sports, there are very few men to spare, and each one is expected to "come out" in the afternoon and do his best at something. If he fails to win a place on the team the first year, he is expected to keep on trying, for the idea is that some day he may prove to be of some use. As a matter of fact, only a small proportion of the students manifest any disinclination to take advantage of their athletic opportunities. Several times a week nearly every Oxford undergraduate hies him away cheerfully to the river or to some beautiful, turf-covered athletic grounds, feeling pretty certain of having the fun of a good game whether he plays on the team or not. Obviously this division of the University into twenty-two different colleges, each having its own teams and athletic grounds, gives Oxford an immense advantage over American universities from the point of view of athletics. Not only does it give practically every student a chance to play, and this is the important thing, but it also provides more material for the big teams that represent Oxford, since the best players on the college teams are picked out to form a team worthy to uphold the prestige of the whole University against Cambridge and other old-time rivals. One other point in favor of Oxford athletics, as compared with the type often found in our own country, is the spirit in which the men play the game. This point has often been mentioned to American students and perhaps almost as often doubted, but the observations of the writer have convinced him that the Englishman, as a rule, is not nearly so apt to let his desire to win the game interfere with his strict observance of fair play, as his American cousin.

These, then, are some of the most noteworthy features of the

educational system of Oxford University, a very ancient, celebrated, and complicated institution which most Americans find it difficult to understand. If I have given the very limited circle of readers who will see this paper a somewhat clearer idea of Oxford, I shall have achieved all I hoped to achieve. I have not hoped to convert the teachers of the University of Texas to the Oxford ideas of education, for while some of the features of the system might possibly be put into operation here to advantage, many of them are not suited to the conditions that obtain all over this new and practical country of ours. Least of all have I hoped adequately to account for the profound and lasting impression that Oxford makes upon its students or to account for the almost unparalleled hold it has upon their affections, for one must himself be a student there to understand or, more correctly, to feel such things as these.

THE UNIVERSITY

GENERAL NOTES

Calendar of the Winter Term at Austin

January 3: Registration Day. Classes begin.

January 8: Examinations for Advanced Standing and for Removal of Conditions.

January 11-12: Meeting of the Board of Regents at Austin.

January 18: Election of Final Ball President.

January 22: Inter-society Debate. Freshman edition of *The Texan* appears. Memorial Exercises in honor of Dr. W. T. Harris.

February 1: The Germania Club presents *Der Neffe als Onkel.*

February 2: Madame Sembrich sings in the Auditorium under the auspices of the Matinee Musical Club.

February 5: Texas plays Baylor at basket-ball, losing by 28 to 31.

February 12: The Ashbel Society presents *Joan of Arc.*

February 17: Freshman Reception.

February 21: The Curtain Club presents *The Knight of the Burning Pestle.*

February 22: Washington's Birthday, a holiday. Texas wins triangular track meet at Brownwood, Texas 78½, Howard Payne 25, Daniel Baker 21½.

February 24: Address of E. S. Martin, Editor of *Life.*

March 1: Skinner Prize Contest, E. C. Soule winning.

March 2: Texas Independence Day, a holiday. Exercises in the Auditorium. Meeting of the Historical Association.

March 14-19: Winter Term Examinations.

March 19: Address of Professor Edward Meyer, of the University of Berlin.

The Work of the Winter Term

As usual, one of the first topics of conversation at the beginning of the term was the number of students prevented from returning because of failure to live up to the Catalogue requirements of scholarship. The total number in all departments required to withdraw on this ground was forty as against forty-five last year. The faculty are plainly trying to maintain a good standard, but there is room for improvement still. It is hard to see how a college can rest content till it demands from its students as high a degree of efficiency as they will have to display in later life if they are to attain success. The place of the absentees was taken by new students to the number of forty-four. If the University had two sessions instead of three, the first ending about the middle of February, we

should have a good many more new students in the Winter Term than we have now, for the high schools are graduating more students every year at the end of the first-half session.

In general, the work of the term went on smoothly, though with some interruption from sickness, especially measles, and a good deal of discomfort on the score of too little heat in the buildings.

The most talked-of innovation of the term was the medical fee for men. The Regents during the summer had provided for a medical fee for both men and women, and had appointed a physician for women, but were unable to secure one for men in time for him to begin work in the fall. A number of women had sent in a protest to the Regents against the enforcement of the medical fee, but without result, and the women in general had acquiesced in the fee with good grace.

The men were more insistent and grumbled louder and longer. The results were equally fruitless. Yet nobody refused to pay the fee, and Dr. Gilbert, the new physician, entered on his work. As the term wore on, a good deal of sickness developed. Dr. Gilbert's ready and capable assistance soon brought him into favor, and the hospital facilities that the fee procured proved a great boon. By the end of the term opposition to the fee had practically ceased. Its wisdom is now generally admitted.

Not of as much general personal concern as the medical fee, but far-reaching in its importance was the action of the Regents in January in appointing Cass Gilbert, University Architect. Henceforth all new buildings are to be planned by him, and unity of plan is thus secured. As Mr. Gilbert is one of the most eminent architects of the country, we may rest satisfied that not only general unity of design, but skillful arrangement and beauty in the separate buildings will be attained. The first of the buildings to be erected under the new architect's charge is the Library. From unpreventable causes the work could not be begun at once, but it is understood that the Library is to stand a little south of west of the present Main Building, and is to be a structure of somewhat more ambitious character than any we now have. Its cost is to be about a quarter of a million dollars.

The First Six Months of the Department of Extension

The Department of Extension, created by the Board of Regents in June, 1909, began to register students for correspondence courses in October, and, as a consequence is now in the sixth month of its active career.

Immediately following the creation of the Department, steps were taken properly to bring it to the attention of the people of the State, particularly to the teachers. The first "catalogue" of the Department came from the press in September, and the edition of 7000 copies being at once exhausted a revised edition was at once sent to the printer. All told, some 7800 copies of these catalogues have been distributed, of

which some 800 or 900 have been sent out upon request. Most of those to whom they have been sent are teachers.

Several newspapers have commented editorially upon the creation of the Department, the Director was invited to address the North Texas Teachers' Association upon University Extension, and several teachers' institutes have discussed the utility to teachers of work with the Department. It is clear that this effort of the Regents to increase the usefulness of the University has met with hearty approval.

It is planned to conduct the work of the Department under three divisions: (I) Correspondence; (II) Public Discussion and Information; (III) Lectures. The details relating to the work of these various divisions are to be found duly set forth in the "Announcements Relating to the Work of the Department of Extension," which may be had upon application to the Director. All that is needed here is to give some account of the actual workings of the Department from October, 1909, to the present time.

Correspondence Division.—The following table gives the number of courses offered in each subject for correspondence work, and the number of students registered for work in each subject. It is to be remembered that a "correspondence course" is one-third of a full course:

Botany	3	4
Civil Engineering	10	1
Drawing	3	..
Education	12	22
Electrical Engineering	16	3
English	6	43
French	6	2
Geology	3	..
German	17	17
Greek	4	4
History	12	31
Latin	10	16
Law	6	24
Mathematics	10	28
Mining Engineering	5	..
Philosophy	5	5
Political Science	5	3
Public Speaking	9	3
Spanish	6	7
Zoology	3	..
Total	151	213

The largest "correspondence class" is in the Fall Term of English 1, where 20 students are studying with Dr. Payne. Several other courses

have from 6 to 12 students each, while a great many have only one or two.

To date 12 students have completed correspondence courses and secured credit, while 4 have dropped on account of the pressure of other work. Summarizing reports from most of the correspondence instructors, it appears that of the students now on the active list 84 are doing excellent work, 40 are doing rather poorly, and 26 are doing nothing at all. Several instructors report that one of two of their correspondence students exhibit marked excellence; and the grades handed in so far average B. Those who are doing little or nothing are usually excusable—they are too busy with other matters.

Of the students so far registered 110 are former students, while 103 have never been connected with the University before.

In correspondence work promptness is an all-important factor. All the troubles that have arisen so far are due to delays. Such delays are chargeable both to the students and to the instructors, and some of them are unavoidable. There should be no delay at the University end, and a main duty of the office of the Department of Extension is to promote promptness.

Although exact statistics are not available and can scarcely be procured, numerous personal letters from students to various instructors make it clear that most of the students are pretty well satisfied with their correspondence work. Even when they neglect their work this is the case; the University is blamed only by a few even when there is undue delay on the part of an instructor or on the part of the Extension office.

Public Information and Welfare Division.—Nearly all of the history of the Division is before it. Professor Potts has been working on bibliographies and travelling libraries dealing with prohibition and penitentiaries. Owing to the pressure of other duties he has not been able to accomplish much beyond preparing a University bulletin on "The Treatment of Criminals with Suggestions Regarding the Penal System of Texas." Some sixty books have been ordered for the travelling library on penology, but nothing is yet quite ready for distribution.

The proper preparation of a bibliography and of an accompanying travelling library requires expert knowledge, much labor, and great discretion. It is a task not lightly to be put in the hands of the tyro, unless he works under competent supervision. The University needs on its staff more men that are versed in public affairs and that have sufficient freedom from teaching to enable them to attend to such tasks cheerfully and well.

Acting for this Division, Professor Newman of the School of Zoology recently made a study of the large whale which was stranded in March near Sabine Pass. An account of this whale will be found elsewhere in this issue of the RECORD, a more popular account having already appeared in the daily press.

Lecture Division.—Beyond printing a list of public lectures which members of the faculty are prepared to deliver on short notice, this Division

has done nothing. A few lectures have been delivered by various members of the Faculty in various places, but no more than in previous years.

While it seems to be clear that for a long time to come no extensive lecture system can be built up in Texas by the University, it is equally clear that the University Faculty could be much more generally utilized in the giving of lectures than it is at present. The public-speaking activities of both President and Faculty are too largely confined to Austin and Galveston. All opportunities to make public addresses should be eagerly accepted, even at the cost of some personal inconvenience.

Provided that sufficient help be given to the Visitor of Schools, so that due regard can be paid not only to the inspection of affiliated schools, but also to the visiting of the very large number of non-affiliated high schools, the work of visiting the five or six hundred schools that ought to be visited might very well be combined with the organization of mothers' and trustees' clubs, with the delivery of Extension lectures, and with the general advertising of the Department. The usefulness of the Department of Extension would be increased and the improvement and consolidation of rural schools advanced by the activities of such lecturing Visitors.

Expenses, June, 1909, to April, 1910.—About $300 has been expended in fitting up the office of the Department of Extension; a similar amount has been spent in publishing Bulletins and circulars; stenographic help and office supplies have amounted to about $400, exclusive of postage, for which $110 has been spent.

Plans for the Future.—The following recommendations and comments are taken from the first annual report of the Department:

1. Offer correspondence work in *History, Physics, Plane Geometry,* and *Algebra* mainly for candidates for the First-Grade State Certificate; offer also correspondence work in *Solid Geometry, Trigonometry, Literature, Psychology, History of Education,* and *Bookkeeping* mainly for candidates for the Permanent State Certificate. These courses should be open only to persons over 21 years of age. The fee for each course should be $7.

Chemistry has been omitted from the list of "permanent" subjects owing to the difficulty of giving it by correspondence. Plane Geometry, Solid Geometry, Trigonometry, Psychology (Education Q), and History of Education (Education P) are already being offered, but are not as yet attracting many teachers. For some time nearly all of this work can be conducted by the regular staff of instruction. Special provision will probably have to be made for Bookkeeping and perhaps for Physics.

2. Increase the number of advanced courses offered.

No great augmentation of the number of students will result from such an increase, as only one or two students will register for each course offered. But students who have ten or more courses to their credit and who have to absent themselves from the University for a year are in need of advanced courses to pursue during the year of absence.

3. The Secretary of the University should also be Secretary of the De-

partment, but his only duty to the Department should consist in advertising it as widely and wisely as possible.

Besides the Secretary of the University the Visitor or Visitors of Schools and all the other extra-mural activities of the Department of Education should aid in advertising the Department of Extension.

4. Continue to give the Department of Extension an appropriation somewhat in excess of its immediately visible needs. For 1910-1911, $3000 is suggested, followed by $4000 for 1911-1912.

The recommendation for 1910-1911 is based upon an estimate of $700 for stenographic help, $300 for bulletins, $300 for postage, $700 for traveling libraries, and $1000 for possible instruction.

The Department is so new and experimental in character that a liberal allowance should be made for contingencies. For example, an unexpected registration of students might necessitate the employment of a special instructor at any time. The Regents should feel that in any event, proper economy will be observed, and that money not needed will be allowed to lapse to the general fund, there to meet other always pressing necessities of the University.

5. The registration for correspondence work shows that as yet no special correspondence instructors need be appointed. With the exception of English 1f, where twenty are registered, the students are pretty well scattered. One prophesying would say that the Education registration should be the first to demand a special instructor for correspondence students. A special instructor in Law has been suggested, but it seems to be a little premature to select one. A quizmaster acting under a professor ought to meet the needs for several years.

One other matter remains for consideration—vocational courses below those of college grade for others than intending teachers. The "Wisconsin idea" is for the State University to try to do all that the other educational agencies are leaving undone. Without going as far as this, which, too literally understood, would interfere with local initiative, it is clear that our higher institutions of learning are not in sufficiently close touch with the laboring classes. The duty of bringing artisan and college professor into closer relations rests with great weight upon institutions supported by public taxation. The vocational courses seem to furnish one way of performing this duty. But in the giving of a vocational course by correspondence one is met with peculiar difficulties. In Texas the giving of such courses with the aid of a travelling instructor encounters the otherwise happy fact that the population is widely scattered and not to be gotten at in large groups at great centers. With its present resources the University can attempt but little in the vocational field that lies below the collegiate grade.

A field of possible usefulness, however, is open. Workingmen, business men, professional men, each and all need training in the fundamentals of economics, law, government, and political science, for all are citizens. The University in offering Extension lectures and courses in these topics

to the average citizen would be but trying to live up to its motto. Such lectures and courses should be worked up by competent men who could convey sound information and at the same time create a demand for more information. The University, unless false to the prime purpose for which it was founded, must enter this field of usefulness and do its part in preparing the citizenship of Texas to grapple wisely and justly with the complex problems which face a modern democracy.

H. Y. B.

The German Play

On the evening of the first of February, after several weeks of earnest practice, Schiller's *Der Neffe als Onkel*, a translation from the French, was presented in the University Auditorium under the auspices of the Germania Literary Society. The presentation of this play was in part a fulfillment of the society's aim to keep alive an interest in German literature. The attendance was good, and the reception accorded the play was enthusiastic.

The cast of characters was as follows:

Oberst von Dorsigny	E. R. Stieler
Frau von Dorsigny	Mrs. J. M. Harris
Sophie, their daughter	Miss Irma Lieb
Franz von Dorsigny, their nephew	H. Stieler
Frau von Mirville	Miss Charlotte Dignowity
Lormeuli	G. A. Bracher
Valcour, Postillon	H. W. Leonards
Champagne	R. L. Biesele
Unteroffizier, Jasmin, Notar	William Trenckmann

On the four following nights the play was presented in New Braunfels, San Antonio, Comfort, and Fredericksburg. The following translation of a clipping from the *Freie Presse fuer Texas*, edited by Mr. Hugo Moeller, of San Antonio, himself an actor in his younger days and still a great enthusiast for German plays, will show in some degree how the club was received away from home:

"On Thursday evening students of the University of Texas, members of the Germania Literary Society, presented a German play in Beethoven Hall. The young people are making a tour upon which they are presenting Picard's comedy, *Der Neffe als Onkel*, that Schiller has translated so excellently. The play is under the direction of Dr. Primer, the well known professor of German in the University of Texas.

"The actors took great pains and showed good talent, but the whole production revealed the lack of a practical knowledge of the stage. * * * We do not say this to dishearten the young ladies and gentlemen, but we would encourage them with all our might to keep on in their good

work. We repeat that the actors showed good talent and that the necessary material is present to accomplish great things. * * * The effort of these young people is certainly commendable, and we hope to see them often in the presentation of other plays."

R. L. B.

The Curtain Club's Annual Play

On the evening of February 21, the Curtain Club, the male students' dramatic organization directed by Mr. Stark Young of the School of English, presented their second annual play. Beaumont and Fletcher's comedy, "The Knight of the Burning Pestle," was chosen for presentation this year, and the choice was happy. It furnishes the Club an unusual opportunity to impress on all the truth as to Elizabethan stage conditions, while at the same time the humor of the burlesque is so genuine and so easily recognized as to seize promptly and hold the interest of a modern audience.

The staging of the play was elaborate. Under Mr. Young's direction, an Elizabethan stage with roof, supporting pillars, upper balcony, dividing curtain, several "stage-cloths," boxes, and other paraphernalia, was constructed upon the regular stage in the Auditorium. In addition to the players there were Elizabethan musicians, courtiers, ladies, marketwoman, ballad seller, flower girl, and various others upon the stage, all properly, and many gorgeously, costumed after sixteenth century fashion. In all this the same carefulness as to detail which has marked all plays given by the Curtain Club was again in evidence. Objection might be raised on historical grounds to two minor points in the representation. The upper balcony at the back of the improvised stage was not used at all, possibly because of the frailty of the timbers. It must have been employed at many points in the play as originally presented. Then the use of crude "placards-of-place" to indicate changes of scene, was scarcely to be justified in a play of this date. But in general the play was excellently staged, and no less well performed.

The acting showed originality and thorough training. Mr. Levy as the Citizen's Wife, Mr. English as Merrythought, Mr. Morris as Mrs. Merrythought, Mr. Rosser as Ralph, and Mr. Platter as Michael, gained universal plaudits. Mr. Hardwicke as Humphrey was amusing but perhaps not sufficiently versatile. Mr. B. H. Dyer made a graceful though not a fervid lover in Jasper's part. Mr. Ritchie as a Citizen and Mr. Jones in the role of Venturewell gave general satisfaction.

Naturally the play was compared with "The Silent Woman," presented by the Curtain Club last year. It is not too much to say that this drama was more difficult of performance, much more elaborately staged, and yet more thoroughly appreciated by a large and wholly representative audience.

R. A. L.

The March 2d Celebration

On March 2nd, the seventy-fourth anniversary of Texas' independence was celebrated with fitting ceremonies. A large number of students took part in the procession from the Capitol to the University, and manifested unusual enthusiasm. After the salute of twenty-one guns had been fired in front of the main building, students and visitors repaired to the Auditorium, where a program consisting of appropriate music and patriotic addresses was rendered.

At nine o'clock crowds of students began to gather at the Capitol for the parade. The cannon was brought out, and the procession to the University grounds began at 9:45. The University band led the march, and was followed in order by the Laws, members of the College of Arts, and Engineers. The line reached the campus shortly after ten o'clock, where a salute was fired amid great enthusiasm.

At eleven o'clock, the exercises in the Auditorium began. President Towne Young of the Students' Council introduced Rev. Geo. P. Butler, who delivered the invocation. This was followed by selections from the Violin and Choral Clubs, after which the Texas Declaration of Independence was read by Ira C. Ogden, a student of the University.

The student address by B. B. Cobb, was out of the ordinary in that the speaker departed from the custom usually followed on such occasions, and devoted most of his time to a discussion of problems now before the people of Texas. He mentioned the further wise development of the vast material resources of Texas, the care of her criminal classes, the proper education of the young, the selection of honest and competent public officials, and the growing impatience with all law, discernible among the masses, as being the most important problems now pressing for solution.

After the student address, came a selection by the orchestra, which was followed by the Alumni Address delivered by Professor C. S. Potts of the Law Department. Professor Potts chose as his subject "Glimpses of Sam Houston." He showed an intimate knowledge of the private and public life of this peculiar man whose fortunes were so closely linked with the fortunes of Texas during the days of her infancy. He traced the career of Houston from early childhood through various successes and adventures in war and politics to its close in the State whose freedom he had helped to accomplish. The address was full of interesting details of the life of this strangely inconsistent personality.

Dean T. U. Taylor of the Engineering Department made the faculty address, using as his subject "A Texan's Heritage." He dwelt at length on the glories of the past achievements of Texas, and the debt of gratitude which this generation owes to the memory of those who sacrificed for her freedom. He declared that the strength of Texas rests not in fortifications, armies, and wealth, but in the number of her cultivated citizens. Dean Taylor made a strong appeal to the student body to support the University, not only while they are in attendance, but also when

they shall leave it for other fields of labor. He showed how the University has suffered at the hands of its enemies, through being misunderstood, and even through the well-meant efforts of injudicious friends, and ended by saying that its future must depend largely upon the attitude of the alumni.

The faculty address was followed by two numbers by the Glee Club, and the singing of "America" by the audience. The exercises were closed with a fitting benediction by Dr. E. B. Wright.

Besides members of the faculty, a number of prominent visitors occupied seats on the platform. Among these were membrs of the State Departments, the faculty of the Austin Theological Seminary, Major Ira Evans, Captain Zuber, who is among the last survivors of San Jacinto, and Mrs. Rebecca J. Fisher, President of the Daughters of the Texas Republic.

B. B. C.

The Fortnightly Club

During the Winter Term the Fortnightly Club held four meetings, at which papers were presented as follows:

Dr. Parlin, "James Shirley."

Dr. Ramsdell, "Military Rule in Texas under the Reconstruction Act."

Dr. Yoakum, "The Background of Consciousness."

Mr. Hill, "Some Dramatic Uses of the Song in the Miracle Plays."

As might be inferred from their titles, each one of these papers was the fruit of some original research undertaken by one of the younger instructors in the faculty. Though all the theses were technical rather than popular in form, the authors read them to sympathetic audiences, and profitable discussions invariably followed the reading. Possibly the efficient catering which the Club has enjoyed is to some extent responsible for the good attendance of members. Be that as it may, the organization retains its pristine vigor and is still acting as a stimulus to research work in many lines. At the end of the term the Club by resolution increased the limits of its membership from twenty-four to thirty, hoping by this measure to secure new blood in the persons of some recent additions to the faculty.

The present officers are: Dr. Barker, president; Dr. Parlin, secretary; Mr. Ostrander, treasurer.

R. A. L.

The Economic and Political Science Association

At present The Economic and Political Science Association numbers twenty-five members, a rather good percentage of the total Political Science School. They are very much interested in the work of the Association, and some excellent papers have been delivered so far this year. The program is arranged by the executive committee, who divide the schedule between

the different members. Meetings are held on the second Thursday in each month.

In former years the Association has dealt mainly with economic topics and problems of general interest. This year, however, the society decided to devote its time to a subject vital to all Texans and of essential importance in the future economic development of our State,—namely, cotton culture. Feeling that every Texan should really know something of the cotton industry, they have gone about it in a practical manner, not theorizing, but studying the best methods of culture, and attacking the problems which farmers meet with every day, have applied scientific methods to their solution.

Beginning with a study of the most favorable soil and climate, they have discussed the best manner of planting, breeding, and selection of the cotton plant, and the most scientific methods of dealing with the chief cotton pests. From these fundamental facts in cotton culture, they have progressed to the problems connected with Exchange—the cheapest methods of marketing, transporting, and holding cotton, they have also dealt with freight rates, special laws, and the effect of speculation upon the price of cotton.

During the Spring Term the Association will devote its time to the History of the Manufacture of Cotton, and the Finished Product. Beginning with a short sketch of the development of manufacture in New England, they will trace its immense growth in the Southern States, particularly in Texas, one of the papers giving a picture of the cotton factory itself—processes, machinery, labor, wages, and all other phenomena connected with the manufacture of cotton. In closing the year's work the Association will discuss the value and uses of the finished product. Cotton seed oil, meal, hulls, the use for feed in fertilizing, etc., ending with the enormous possibilities which the extention of the market in China would entail.

M. S.

Music in the University

The Fall Term of the session 1909-1910 was entirely without musical entertainment. The Winter Term was more fortunate; two local concerts were given and one very high-class concert by one of the world's finest professional artists.

The Matinee Musical Club of Austin, the old-time friend and patron of good music, was largely responsible for the appearance of Madame Sembrich in the Auditorium on the second of February; they were assisted in their efforts by the musical organizations of the University, i. e., some portions of some of them. The University should appreciate the efforts of these ladies, who are wholly unselfish in their efforts, and without whom there would be little high-class music presented. Faculty members who have looked after these attractions in the past have found it impossible

to continue with them because of the drain on their time and attention, and the students do not seem inclined to attempt them.

To say that Mme. Sembrich appeared is a sufficient guarantee that an excellent program was rendered. These best performances come so seldom that the uninitiated scarcely begins to appreciate the excellence of the artist before it is all over. Sembrich's support was excellent also, Mr. Francis Rogers as baritone and Mr. Frank La Forge as pianist. Sembrich's single piece numbers, from Verdi and J. Strauss, were, of course, most delightful, but her group numbers seemed to please most, especially the first one, which included selections from Schubert and Schumann and Dr. Arne's "The Lass with the Delicate Air," which no one but Sembrich should ever try to sing. Her rendering of "To a Messenger" by La Forge, her accompanist, received an ovation, which she generously shared with him. Mme. Sembrich was at her best, which means much to all who have heard her before. It is indeed refreshing to have a farewell tour before one's voice has failed. Sembrich is wise to stop while at the height of her fame, especially if she feels that she cannot hold up to the strain much longer. It does seem a pity, however, that the world should be denied the privilege of hearing her as long as she may be able to sing acceptably.

There were also several concerts by the Band and the Glee Club. The Band has been very fortunate in securing the services of Professor Schoch again as director. When that is said, there is no doubt about the quality of the concert, because Professor Schoch is a born musician and knows how to instill music into others and develop what is already there. The Band and the University public are indebted to him for his unselfish and able work. The band concert pleased a large number of admirers. Two virtues may be mentioned: the addition of outside talent by way of variety, and the stressing of the orchestral feature rather than the purely band feature. Only band music is desirable under certain circumstances, but at other times the orchestral music is decidedly preferable.

The Glee Club seems to have revived something of its old-time vigor and proficiency, and consequently scored a success at its first appearance of the year. The only criticism that could be offered would be upon the division of the appearance; the gymnasium performance was excellent and much enjoyed, but there are many people who do not care for both, certainly not as much for one as for the other, and both are of sufficient dignity and ability to fill an entire program. One result was that we had no opportunity of judging the solo material of the Glee Club. Detailed suggestions belong elsewhere. Suffice it to say here, we rejoice over the rejuvenation of the Club.

The Choral Club appeared at the patriotic exercises on March 2nd, and gave a good account of itself. We hope to hear the ladies again in an individual concert. Mrs. Collins is doing fine work with them.

D. A. P.

Miscellaneous Notes

The following account of a masqued ball held at the University Club on Monday, February 7, is taken from the *Austin Statesman* of February 13:

"Monday evening witnessed a most delightful and charming ball masque at the University Club, in which a large number of members appeared in fancy dress. The costumes were rich, artistic, and cleverly characteristic. Among the best characterizations were the Dutch Kiddies, wooden shoes and all, personated by Mr. and Mrs. Max Bickler. Buster Brown and Mary Jane were also very clever and afforded much amusement. Sir Walter Raleigh was handsomely attired in purple velvet and looked the part to perfection. The clubhouse was brilliantly lighted and decorated, and Besserer's best music made gay the hours. Masks were removed about 10 o'clock. Punch was served all during the evening, while near the close a delicious course of refreshments, consisting of oyster patties, sandwiches, and coffee were partaken of. Those present were: Dr. Battle as Arabian, Dr. Benedict as clown, Mrs. Benedict as Red Domino, Mr. Ashby as Uncle Sam, Mr. Duncalf as American Gentleman, Dr. Ellis as Toreodor, Mrs. Ellis as Carmen, Dr. Farrington as English Courtier, Mrs. Farrington as Little Bopeep, Mr. and Mrs. Max Bickler as Dutch Kiddies, Tom Holden as French count, Mrs. Holden as Red Cross nurse, Mr. Kenyon as Jewish merchant, Dr. Lewis as Black Domino, Mesdames McLaurin and Shurter as twin dominoes, Professor Metzenthin as the Music Master, Dr. Miller as Black Domino, Dr. Schoch as Red Domino, Mrs. Schoch as Sunflower Girl, Mr. Stark Young as Sir Walter Raleigh, Professor Potts as Prince Davillo, Miss Young as Merry Widow, Mr. Weaver as Buster Brown, Miss Willie Barbee as Mary Jane, Dr. A. C. Scott as farmer, Mrs. Scott as Goddess of Night, Miss Littlefield as Spanish girl, Miss Ada Garrison as Colonial dame, Miss Bessie Garrison as Grecian girl, Miss Somerville of Mississippi as Colonial dame, Miss Simkins as witch, Miss Prather as Kate Greenaway girl, Dr. Parlin as cadet, Miss Barbee as Titania, Miss Townes as a maid, Miss Rather as Daughter of 1812, Miss Lockett as Colonial dame. Those present as onlookers, not in fancy dress, were: Dr. and Mrs. Garrison, Mr. and Mrs. J. W. Maxwell, Mr. Worley, Judge McLaurin, Mr. Shurter, Mrs. Weaver, Mr. and Mrs. George Walling, Jr., Dr. and Mrs. Mather, Dr. and Mrs. Gilbert, Mr. Rather, Miss Lillian Walker, and Mr. and Mrs. Bantel."

On March 11th, Professor H. H. Newman paid a visit to Port Arthur on the invitation of the Board of Trade of that city to make a scientific examination of a large sperm whale that had been captured alive on the Gulf coast near Sabine. On his arrival he found that the whale had been dead for twenty hours or more, and was not in a very good state of preservation. The opportunity of making an accurate series of measurements, however, was not overlooked. These measurements, when compared with those of another supposedly record-breaking animal of the

same species, indicate that the Port Arthur specimen belongs to the class of largest sperm whales. The total length, on an air line from extremity to extremity, was sixty-three and a half feet; the largest circumference was thirty-seven feet; and the width across the tail flanges was sixteen feet seven inches.

Professor Newman superintended the evisceration of the huge carcass, which was accomplished by the aid of a gang of about twenty negroes and a steam winch. This was a case of laboratory dissection on a large scale, and, although no discoveries of note were made, the experience was one that few if any American biologists have enjoyed.

It is highly probable that this is the only authentic record of a sperm whale, which is an inhabitant of the tropical seas, coming ashore in Texas waters, and for that reason, if for no others, it is worthy of especial note.

At the end of last year the University gave up to sister institutions two of her most useful and promising members, Professor Bolton, who went to Leland Stanford, and Librarian Windsor, who accepted a call to the University of Illinois. The University is to suffer similar losses the present session. Professor A. S. Johnson has been called to a professorship in the University of Chicago, and Professor F. E. Farrington goes to Columbia University to fill the newly established chair of Comparative Education.

Professor W. M. Wheeler, who succeeded Professor Norman as head of our School of Biology, is now Professor of Economic Entomology in Harvard. Professor Wheeler's long-heralded work on ants appeared in the winter, and has been very favorably reviewed. Professor T. H. Montgomery, who succeeded Professor Wheeler here, is now at the head of the Department of Biology in the University of Pennsylvania. A new and costly laboratory is shortly to be built for Professor Montgomery's school at Pennsylvania.

Of former instructors in English here who have accepted calls to other colleges, Dr. Pierce Butler is Professor of English in Tulane and Dean of Sophia Newcomb, Dr. A. G. Reed is Professor of English in the Louisiana State University, Dr. H. D. Gray is assistant professor at Leland Stanford, Dr. R. D. Miller, is instructor in the University of Missouri, and Mr. A. L. Eno is instructor in the University of Illinois.

Professor F. D. Heald, head of the School of Botany, spent two weeks in March on a visit to Washington and the East. The chief purpose of Professor Heald's trip was to examine the collections of parasitic fungi in the Bureau of Plant Industry at Washington and in the New York

Botanical Gardens at Bronx Park, New York, with a view to completing a "Plant Disease Survey of the Austin-San Antonio Area," a study which will shortly appear in one of the bulletins of the Bureau of Plant Industry.

Dr. H. Y. Benedict was made President of the University Club at its annual meeting in January. Dr. Benedict succeeds Professor Garrison, who succeeded Dean Taylor, who in turn succeeded Dean Battle, the Club's first President. The Club bought last spring the house on San Antonio Street formerly owned and occupied by President Houston. Extensive improvements have recently been made to the place.

On January 7, Dr. W. J. Battle, Dean of the College of Arts and Professor of Greek, delivered a lecture before the Woman's Art League of Waco on "Modern Greece." Dr. Battle had expected to lecture on "Greek Architecture," but his lantern proved unmanageable, and a change in subject was accordingly made. While on this trip Dr. Battle also made a talk before Baylor University at the Chapel Exercises on the morning of January 7, and he later addressed one of the Greek classes of Baylor.

Dr. W. L. Bray, formerly Professor of Botany here, now Professor of Botany in Syracuse University, has recently brought out an interesting bulletin on the mistletoe in Texas.

Professor Webster, who was Acting Professor of Economics during the Fall Term in the absence of Professor Johnson, has recently accepted a call to Marquette University, Minneapolis, as Dean of the College of Economics.

LIBRARY NOTES

The New Library

The plans for the new Library building were under discussion during the Winter Term. The architect, Mr. Cass Gilbert of New York, visited the University in January and submitted preliminary plans, which were accepted, in outline, at a meeting of the Regents held January 10-11. The interior arrangement was not definitely fixed, although suggestions were made by the Librarian, to be incorporated by the architect as far as his previously settled outline would allow.

The building will be situated just west of the Main Building, facing south. It will be about 140 by 40 feet, with an ell in the rear, and two stories high. The architect calls the style "modified Spanish Renaissance." The material will probably be a cream-colored limestone, and the roof will be of reddish tile. The ground floor of the main part will be used

at first to relieve office and lecture-room crowding in the Main Building, although later the Library will use the whole. Above, the entire second floor, front, will be devoted to the main reading room. The basement will be high, and will contain rooms to be used for various library purposes. The ell at the back will contain the working rooms, seminary rooms, and the book stack. Steel shelving, in six levels, accommodating 175,000 volumes, will be installed. The stack room will be so built that it can be enlarged when necessary.

This will be the permanent Library building of the University, and the dimensions and architectural effect have been considered with that in view. The interior arrangements are being so planned as to secure the greatest possible economy of administration and convenience of users. From the architect's previous work and his sketches submitted it may safely be inferred that the exterior will be beautiful and fitting. Such is the expressed desire of the Regents.

Gifts

Mr. Hilliard of St. Louis has continued his gifts toward a collection of Southern literature. The most important purchase this year from the annual fund of one hundred dollars provided by him is the "Library of Southern Literature," 12 volumes. Mr. Hilliard has given also the set called "The South in the Building of the Nation," 10 volumes.

Another recent gift of special importance is the collection of 17 volumes and 66 pamphlets presented by Mr. Archer M. Huntington, founder of the Hispanic Society of America. These relate to the literature and history of Spain. Among them may be noted: "Fac-similes of Initials and Miniatures of the 9th to the 11th Centuries from Mozarabic MSS."; five fac-similes of "Indices Librorum Prohibitorum"; and a complete set of the *Revue Hispanique.*

Other gifts are: 61 miscellaneous volumes, from John E. Rosser; 73 volumes, chiefly medical, from Dr. T. J. Bennett; current numbers of newspapers from the University Club, Mrs. W. M. Thornton, and others.

Recent Purchases

The following are some of the more important sets bought by the Library since June, 1909. Most of them were ordered last summer. The sets ordered this winter are just beginning to arrive.

Schimper, *Bryologia Europaca.* 7 volumes.

Hooker and Jackson, *Index Kewensis.* 5 volumes.

Bibliographischer Monatsbericht. 14 volumes. (Index of theses.)

Kayser, *Bücher Lexikon.* 29 volumes in 21. (German bibliography.)

Winkelmann, *Handbuch der Physik.* 6 volumes.

Giornale di Matematiche. 45 volumes.

Lavisse and Rambaud, *Histoire Générale.* 13 volumes.

Thurloe, *Collection of State Papers.* 7 volumes.

Holmes, *Works*. 14 volumes.
Yeats, *Works*, 8 volumes.
Romanische Bibliotek. 19 volumes in 6.
Französische Studien. 7 volumes. N. L. G.

THE DEPARTMENT OF ENGINEERING

Towards the close of the Winter Term and with the advent of good weather applications came in thick and fast for engineers to go to the field. The demand was practically as active as it was four years ago. Among the positions for which men were wanted may be mentioned the following: (1) Chief engineer of a projected railroad; (2) hydraulic engineer for drainage and river work; (3) drainage engineer for farm; (4) one surveyor and draftsman; (5) one railroad draftsman; (6) one surveying draftsman; (7) one assistant railroad draftsman; (8) one assistant city engineer; (9) one topographer for railroad work; (10) one engineer for city topographic work.

In General

These demands were not unique except for the fact that we were able to fill only one of them (that of the topographer for railroad work), this on account of the fact that all of our alumni were placed in better or more permanent positions than those offered. As these requests came in, many of them were placed on the bulletin board, and it gave quite a number of the students a fever to get out into the field and sacrifice their University work. But in no case was a student recommended. The place of topographer alluded to was filled by a man who had to leave the University on account of his eyes.

During this term the Dean visited the University of Kansas, at Lawrence, University of Nebraska at Lincoln, University of Minnesota at Minneapolis, University of Wisconsin at Madison, University of Michigan at Ann Arbor, University of Illinois at Urbana, and Washington University at St. Louis. There are many things at the different institutions that impress a visitor from any section of the country, especially one from the South, and there is one thing in which each excelled, and this is their hospitality. In addition to this, the good will and good comradeship extended to their sister universities was a decidedly marked characteristic.

The Dean's Trip to Northern Universities

The University of Kansas has just completed three new buildings, at a cost of $250,000, which are used almost wholly for engineering. The machinery had just been moved into these buildings, but part of it had not been set up and connected.

At the University of Nebraska was found another new engineering building for electrical, mechanical, and civil engineering. The machinery was in its proper position, and while none of it had been connected up,

all of the professors were busy installing their respective testing machines.

At the University of Minnesota the engineering department during the present session is in several different buildings, but the last Legislature appropriated several hundred thousand dollars for a modern engineering building, and also for several blocks of land lying between the campus and the Mississippi river. The work in engineering is to be re-organized under the new dean, who was appointed last summer, and under the new president, who is to be elected in the near future.

At the University of Wisconsin a royal welcome was in waiting, and to be moved from a hotel to the University Club and there installed in sumptuous quarters and invited out to private houses was rather refreshing and served strongly to impress Northern hospitality; and its warmth was in strong contrast to the cold temperature that prevailed. The University of Wisconsin has a very large modern engineering building, completed less than ten years ago, but it is outgrown and a much larger building is projected in their "Plans for a University Twenty Years Hence." The engineering professors are in vital touch with the State government and many of them fill the dual position of professors and experts to the railway, tax, and other commissions. All around, it is perhaps one of the best organized universities on the continent. The Governor and President of the Board of Regents, of West Virginia, visited the University during my stay with a view to modernizing the University of West Virginia.

The University of Michigan has the largest engineering school of the group in the number of students, and has several buildings used for engineering. It has as many students in the engineering department alone as there are, all told, in the main University of Texas during the regular session. The most unique feature at the University of Michigan is a large naval tank for measuring the resistance of boats in water. These boats are of different shapes and the resistances of the friction of the water are actually measured by standardized dynamometers.

The University of Illinois ranks next to the University of Michigan when measured by the number of its students. It had the best undergraduate hydraulic laboratory that was visited, and its preparation for research on reinforced concrete is second to none. It possesses perhaps the best modernized or standardized testing machines.

Washington University, St. Louis, has just entered its new buildings at the new site, and some of its machinery had not been put in place and fully installed. Its school of architecture is one of the best in the group in the Mississippi Valley, and its department of civil engineering lacks only a hydraulic laboratory to round out its equipment.

It is impossible to make a visit like this without drawing some comparisons. The laboratories for testing strength and materials, the cement laboratory, and the dynamo and steam laboratory of the University of

Texas are well equipped to give undergraduate laboratory instruction. In these things the University compares favorably with the best of these institutions, but we are lacking in our hydraulic laboratory. We are cramped in space and lack the facilities that are possessed by the best of these institutions.

However, we have one distinct advantage over all these universities, and that is in the length of time we give to students in surveying field work during the regular session. Texas does not miss a day in field work during the year on account of the weather, while the climate at all Northern and Western institutions makes field work impossble after Thanksgiving until late in the spring.

It is apparent to the most casual observer that all these other universities, while strictly in agricultural States, are more liberal in their provisions for engineering than Texas. They give more money for laboratory purposes, and there are more instructors for a given number of students. The reason for this is difficult to ascertain. One reason perhaps is that they are older than Texas, while another might be that they are nearer the manufacturing centers; but in the strictly agricultural States like Kansas and Nebraska, it was found tht the Legislture had been very liberal to the Engineering Departments. Clearly Texas will have to provide ampler facilities for Engineering if she wishes to rank as "a University of the first-class."

Electrical Engineering

It is probable that the School of Electrical Engineering will graduate about fifteen students in June. Practically all of these have arranged to take positions immediately after graduation, several going to each of the larger manufacturing companies, the General Electric Company, the Westinghouse Electric and Manufacturing Company, and the Allis-Chalmers Company. The Western Electric Company and the Otis Elevator Company have also signified a desire to employ several of them.

A thesis will be prepared this year by two of the Senior Electrical Engineers on industrial power development. This paper should be interesting and valuable because it will deal with the plant of the Southwestern States' Portland Cement Company, at Eagle Ford, which uses producer gas power to drive an electric equipment for the operation of machinery for making Portland cement. The paper will discuss not only the use of the electrical equipment, but also the producer plant, gas engines, and the details of the material and methods employed in the manufacture of cement.

The Branch of the American Institute of Electrical Engineers has been active during the Winter Term and several papers of interest have been presented at the meetings, amongst which may be mentioned "The Talking Arc and its Relation to Wireless Telephony," "Possible Water Powers to be Developed in Texas," "Parallel Operation of Alternators," "The Purchase of Fuel on a British Thermal Unit Basis."

The School of Mines

The work of the Spring Term in the School of Mines includes three one-third courses, *i. e.*, Ore Deposits, Mining Design, and Mining Drawing. A number of Academic students always register for the first of these. The latter two are closely correlated, and for this reason the Instructor in Drawing has requested that Mining Drawing be given under the direction of the School of Mines.

The classes in Metallurgy and Ore Dressing supplement the class-room work with laboratory exercises during this term. One of the members of the Senior class has selected for his thesis the concentration of ores by wet methods.

A. C. S.

MATTERS OF PUBLIC INTEREST FROM THE MINUTES OF THE FACULTY

January 4, 1910.—Upon recommendation of Visitor of Schools Henderson additional affiliation was extended as follows:

Colorado High School, German, 2 units.

Marshall High School, Trigonometry, ½ unit.

Tivy High School, Kerrville, Physics, 1 unit.

The following alterations were adopted in the *Catalogue*.

On page 31, last paragraph but one, the one course credit towards the degree granted to graduates of the Normal Schools was defined as Solid Geometry, Trigonometry, and ½ not specified.

On page 39, second paragraph, the sentence about the "amount of work required as a condition of remaining in the University" was changed to read: "First-year students who pass in less than two courses in the Fall or Winter Term, and second-year students and others who pass in less than three courses will thereby drop their names from the University rolls for the remainder of the session. Conditional students are required to pass in all of their courses."

On page 43, fourth paragraph, provision was made that students in registering must present to the Registration Committee an official copy of the record of their previous work.

On page 44, last paragraph, with reference to grades, the following was inserted: "To pass in a course, it is necessary to receive a grade of at least D on both class work and term examination. A student who receives a grade of F on the work of any term is dropped from the course, and must, if he desires to obtain credit for it, take that term's work over again."

One page 45, third paragraph, the last sentence was changed to read, "In a course continuing beyond one term, the instructor may raise an E of an earlier term to a D because of good work done in a later term, but no grade may be altered later than six months after it was handed in, unless further work has been done in the course in the meantime." The effect of this is to prevent the raising of a grade of an earlier term to more than D because of subsequent work.

On page 46, after the third paragraph, the following was added: "At the end of the session the Registrar will send to each student a statement of his work for the session. The student will be required to present this statement to the Registration Committee in case he wishes to re-enter the University. He is urged, therefore, to preserve it carefully."

On page 52, the last paragraph from the bottom (not counting the note) was changed to read: "No work in the Department of Law may be counted towards the B. A. degree that is taken up before the student attains Junior standing, unless the student has completed more than seventeen courses towards his Arts degree." Heretofore the rule has been that not more than seven hours of law work might be carried by College students under any circumstances.

On page 53, in place of the first paragraph, the following was substituted: "Beginning with the Fall of 1910, a year's College work of five courses will be required for admission to the Department of Medicine. The Faculty of the Department strongly recommend that among the five be included English 1, Chemistry 1, Zoology 21, and one course in a foreign language. It is much better, however, for students who intend to make medicine their profession, to take more college work than a minimum of five courses. For students so situated as to make this possible, one of the following groups is suggested. The work of the Freshman year is the same in both."

On page 53, among the requirements for the Junior year of the first group preparatory to medicine, the prescription of Botany 16, 1⅓ courses, was stricken out, and in place of it was substituted "Elective, 1 course."

March 1, 1910.—The report of the Special Committee on Admission Requirements was adopted, and the following changes ordered:

In Civics and History together, not more than four units may be presented.

Beginning with 1911, only one unit may be presented in Plane Geometry in place of 1½.

The number of units that may be presented in Botany and Chemistry and Physics was reduced to one in each case.

Two units may be offered from the following vocational subjects:

Agriculture, ½ or 1.

Bookkeeping, ½.

Domestic Science, 1 or 2.

Drawing, ½ or 1.

Manual Training, ½ or 1.

Stenography and Typewriting, 1.

It was ordered further that the permission accorded by the present *Catalogue* to enter with a condition of 2 units and without satisfying the foreign language requirement be extended until further notice, in place of coming to an end with the session of 1910-11. But such conditions must be removed within two years after admission.

A first-grade State Certificate was voted to Frances L. McLarty.

On recommendation of Visitor of Schools Henderson, affiliation was withdrawn from the following schools:

Luling High School; Rock Springs High School; Runge High School; St. Matthews School for Boys, Dallas; Weatherford Training School.

Affiliation in special subjects was withdrawn as follows:

Bastrop High School, Latin.

San Antonio High School, Greek.

Affiliations were extended as follows:

Beaumont High School, American History, ½ unit.

Elgin High School, American History, ½ unit; Civics, ½ unit.

Austin Male Academy, Civics, ½ unit.

John C. French High School, Cuero, Physics, 1 unit; Physiography, 1 unit; German, increased from 2 to 3 units.

Kelley School, Austin, German, 2 units; Spanish, 2 units; Latin, 3 units.

St. Mary's Academy, Austin, Chemistry, 1 unit; Physics, 1 unit.

Seguin High School, American History, 1 unit.

Taylor High School, German, 2 units.

TRANSACTIONS OF THE BOARD OF REGENTS

MEETING OF JANUARY 10, AT AUSTIN

Miss Roberta Lavender, Instructor in Latin, was given leave of absence for the remainder of the current session on account of ill health, and T. J. Williams, Fellow in Latin, was appointed to take her classes during her absence.

Cass Gilbert, of New York, was appointed University Architect and preliminary plans prepared by him for the new Library were accepted.

STUDENT INTERESTS

Y. M. C. A.

The work of the Winter Term has been eminently successful, and has shown progress in several of the Association Departments. This is particularly true of Bible Study, which was neglected to some extent in the Fall Term. Immediately after the holidays, the Bible Study chairman and his committee took up the matter, and as a result classes were formed in ten of the fourteen fraternity houses, and in all the large boarding houses where there were enough men to constitute a class. Counting the University men enrolled thus, and in the several classes of the Sunday Schools, there are now 605 men students who are attending and working in Bible classes.

The return of the five delegates from the Student Volunteer Convention, held in Rochester, N. Y., December 29 to January 2, gave an impetus to the work of the Association. The University of Texas was represented

there by twelve student delegates; Dr. Mezes also was present. Dr. Garrison, too, was present for a day, on his return from the meeting of the Historical Association in New York City.

The visit of Dr. T. D. Sloan and Miss Paxson, of the International Committee, later on in the term, brought definite results, and there are now ten students in the University who are preparing themselves for Ministers, Physicians, and Teachers in Foreign Mission Lands. Five of these are men, others have the matter under consideration and will probably decide this year.

The "Life-work Series" of lectures is always an attractive feature of the Association's work, and so far two very able addresses have been delivered, one by Attorney-General Lightfoot on "The Legal Profession," and the other by Dr. Frederick Eby on "The Teacher and His Opportunity." These meetings were very well attended.

The hope of the Association is centered in the Building, which is now up to the first story. All has been paid for thus far, and if subscriptions due are paid the work can go right ahead. The need of a home for all the men of the University has been long felt, and the ambition of the Association to fill this need grows stronger as this is realized. The Board of Directors is making every effort to see that the building is completed and equipped at the earliest date possible. The building means increased responsibility, but brings with it the equivalent of a much greater opportunity for service. C. C. McN.

Y. W. C. A.

The work of the Young Women's Christian Association for the Winter Term began with the enthusiasm aroused by the delegates who attended the Sixth International Convention of the Student Volunteer Movement for Foreign Missions. Seven of the members, together with Miss Louise H. Wright and Miss Stuart, the General Secretary, attended this Convention which met in Rochester, N. Y., December 29 to January 2. They were: Misses Berta Cooper, Winifred Bosche, Mary Mobley, Jeannette Roe, Lois Spears, Martha Roberts, and Marguerite Jones.

Dr. Edwin Mouzon, of Southwestern University, gave a series of six addresses on "What is Christianity?" from January 10-17. These proved very helpful and inspiring to a number of University women.

A visit from Miss Ruth Paxson, a travelling Secretary of the Student Volunteer Movement, in March, was one of the greatest inspirations the Association has had in years.

Regular weekly devotional meetings have been held, with a fairly good attendance. The Bible Study Committee arranged for a lecture course on the "Life of Christ," given by Dr. Mather, which was largely attended.

New officers and chairmen for the ensuing year have been elected. They are: President, Winifred Bosche; Vice-President, Mattie Gooch; Secretary, Jessie Butts; Treasurer, Lorine Higginbotham; Bible Study, Berta Cooper (for Spring Term); Missionary, Jeannette Roe; Finance,

Marguerite Calfee; Membership, Laura Lettie Smith; Social, Mary Mobley; Intercollegiate, Virginia Booth; Practical Needs, Mary Speer; Music, Lois Spears; Religious Meetings, Camille Williams.

M. S.

The Inter-Society Debate

The following account of the annual debate between the Rusk and Athenaeum Societies held on January 22 is clipped from the *Texan* of January 26:

"In the presence of more than one thousand persons the Athenaeum Literary Society defeated its rival, the Rusk, last Saturday night in the annual inter-society debate. The question debated was: Resolved, 'That Texas should adopt, as a permanent policy, a system of Bank Guaranty whereby all banks under State control shall collectively stand behind each individual bank.'

"The Athenaeum championed the affirmative and was represented by Messrs. Hoffman, McKinney, McMillan, and Stinson; and the Rusk represented the negative with Messrs. Pleasants, Dyess, Capers, and Hutcheson, as their orators. Both sides fought for every inch of their ground, and when the rejoinders had been concluded and the judges had retired, there was a vast division of opinion in the audience as to which society had won the championship. And, too, when the decision was announced it was found that there had likewise been a division of opinion among the judges, two voting for the affirmative and one for the negative. The judges for places awarded L. S. Hoffman, of Athenaeum, first place, a prize of $50, and Aaron W. Pleasants, second place, a prize of $25. The other representatives are Stinson and McMillan of Athenaeum and Dyess and Capers of the Rusk. This gives each society three representatives with the championship, first place going to Athenaeum and second place to Rusk.

"The six men who won are among the very best in the University. They have gone through a long series of preliminaries, in which at least eighty men have participated. Among these were three who represented th University of Texas in her inter-collegiate debates of last season.

"The work of the winners in Saturday night's contest is only beginning. Incumbent upon them is the duty of meeting Missouri, Colorado, and Louisiana State. It will be remembered that the last two were defeated last spring and Texas lost to the first."

The Girls' Literary Societies

The programs of the Girls' Literary Societies for this year are particularly interesting and attractive, and, in one respect, at least, the work has been more than usually profitable. It all lies quite outside the field covered by the regular University courses. Through the Literary Society meetings, the girls are becoming acquainted with foreign as well as very recent literature, and with the great art and musical compositions

of the world. All of these are features which make decidedly for culture and a wider education.

The Ashbel Literary Society is studying the French drama, and, for this reason, they have presented this year in their open meeting a play of French origin, *Jeanne d'Arc*. The greater part of the Fall Term was taken up with the preparation of this play, which was presented in the University Auditorium on February 12. The work for the remainder of the Winter Term consisted in a well outlined course in the French drama, beginning with Molière and ending in the Spring Term with Rostand. The life of Molière, the scope of his works, his style, his power as a tragedian, along with a discussion of *Le Misanthrope* and the plot of *Les Savantes* were studied and discussed in the first meeting. Next, the structure and characterization of Corneille's *Le Cid* were taken up by different members of the society. The place of Racine in the French drama, a study of Beaumarchais's *Le Barbier de Seville*, with regard to its plot structure, the innovations in French comedy as illustrated in this play, and its effect upon the eighteenth and nineteenth century comedy were treated. Here the programs for the Winter Term ended, but they will be continued in the Spring Term by a study of Hugo, Musset, Augier, and Rostand.

The Sidney Lanier program is also very interesting. They have been studying the German Grand Opera, beginning with a general survey of the whole field, and taking up first the most famous operas of Gluck: *Semiramide, Orpheus, Alceste, Iphigenia in Aulis, Iphigenia in Taurus.* Next came a study of Mozart's life, followed by his principal operas: *The Marriage of Figaro, Don Giovanni*, and *The Magic Flute.* At the beginning of the Winter Term, the Society was ready for Wagner, to whom, as the greatest figure in German grand opera, the largest space was given, the entire Winter Term being devoted to his position in German opera and a study of his greatest operas: *The Flying Dutchman, Tannhauser, Mastersingers*, The Ring of the Nibelung, including *The Rhinegold, The Valkyries, Siegfried*, and *The Dusk of the Gods*, ending with *Tristan and Isolde, Parsifal*, and *Lohengrin.* At the close of this course, the society had the pleasure of an interesting lecture from Mr. Metzenthin on Wagner and Wagnerian music.

No less interesting has been the course of study carried out by the Reagans for the past two terms. The first term was devoted to a study of the later Texas writers, such as Simpson, West, Orgain, McIntire, Cranfield, Hilton Greer, Spier, Clara Driscoll, among others.

The Winter Term began with a new and extremely attractive program, dealing with the great art of all countries. A lecture on the beginning of pagan art was followed by a course in the school of Italian art as represented by Giotto, Fra Angelico, and Fra Filippo Lippi. The sixteenth century painting in Italy, which includes the great artists Andrea del Sarto, Michael Angelo, Leonardo de Vinci, Raphael, Corregio, and Giorgione ended the work for the Winter Term. The course will be con-

tinued in the Spring Term by a study of the Venetian school of art, Flemish, Spanish, Dutch, and German art.

The Pierian Literary Society started into their first year's work with two purposes in view: the study of our own Southern literature, and of explorations and current events. The programs are devoted alternately to those two phases of the work. The year's work was begun with the Spanish and Italian explorers, Columbus, Amerigo Vespucci, Balboa, and Marco Polo. After this came the South American explorers, the advanturers of the Polar regions, the opening of Thibet, and African explorations, which were made particularly interesting by a lecture from Dr. Keasbey, who is an authority on this subject. In the programs which alternated with these, the Southern writers were considered. First, came Virginia, the mother of Southern authors. In the first program, the political writers of Virginia, John Esten Cooke, the novelist, Hope, Philip Pendleton Cooke, were discussed; then Poe was taken up, and discussed from the standpoint of his life, his rank as a poet, as a short-story writer, and as a master of technique. Continuing the study of this field of literature, Preston, Thompson, Ryan, Mrs. Dandridge, Ellen Glasgow, Mary Johnston, and Thomas Nelson Page were discussed and treated by different members of the Society. Next, the writers of South Carolina and Alabama, including Simms, Timrod, Hayne, and Peck were studied by means of sketches and appreciations. Mississippi and Louisiana came next in order, and the works of Russell, Stark Young, and George W. Cable were read and discussed. The program ended with Georgia's two most famous sons, Sidney Lanier and Joel Chandler Harris. In the next term, the Pierians will take up the writers of Kentucky and Tennessee, and the year's work will end with a consideration of our Texas writers.

R. C.

The Sororities

On the seventeenth, eighteenth, and nineteenth of February, Texas Alpha of Pi Beta Phi held a reunion for all Pi Phi's in Texas. The time was made short by an initiation banquet, and reception, and many smaller affairs. The ladies of the faculty and the fraternity patronesses were the guests at an afternoon tea given the same week in honor of the Pi Phi chaperone, Mrs. Randall, of Temple. The third week in February was made important to fraternity circles by the visit of Miss Edith Stiner, a grand president of Kappa Kappa Gamma. She was entertained by her fraternity with a reception, and the many who attended found her charming. During her visit Pan Hellenic held an open session so that the Grand President could address the University girls in matters of common interest. It was deeply regretted that her stay had to be so brief.

Early in March Kappa Alpha Theta entertained its province president, Miss Ethel Sykes, of Galveston. She is doubly beloved by them since she is an Alumna of the Texas chapter.

Student Publications

During the Winter Term the University publications have given variety by getting out a large number of "special" editions. The *Texan* departed from the usual order of things by allowing each class to issue one number; the *Senior Texan* being edited by C. R. Edwards; the *Junior* by Marion Levy; the *Sophomore* by Eugene Tanner; the *Freshman* by Gene Wozencraft; the *Junior Law* by George Cole; and the *Freshman Engineers* by Arthur Dyer. Perhaps the most unique and interesting of the special editions was the B. Hall number, edited by Amos Peters.

The staff of the *Texan* still complains of the scarcity of news and the large number of typographical errors made by the printers. As a remedy for this, the editorial board are trying to induce the Students' Council to furnish funds for a telephone to be placed in the *Texan* office. It is contended that this will enable them to get more news, and thus will increase the paper's circulation. Moreover, the errors of the printers would be more easily corrected.

The verse and stories of the *Magazine* have been particularly good during the Winter Term. Of the girls' literary societies, the Ashbel contributed the most acceptable material during the Fall and had the privilege of electing the editor-in-chief of the March issue. But a few days before the copy should have gone in, Mr. Feuille was notified that on account of the illness of the editor of the special number he would have to bring out a regular issue. The number thus produced at short notice turned out to be a very creditable and interesting one. The *Magazine* management also has some difficulty or misunderstanding with its printers. This is evidenced by the frequency with which advertising matter is interjected into the body of the *Magazine*. Moreover, the editor makes the complaints that his best articles are sometimes purposely omitted by the printer "in order to save type."

The "special number" fever struck the *Coyote*, too, and the *Dramatic Number* was the result. This was both clever and amusing, but some of the witticisms at the expense of University plays were more cutting than kind. The editors are promising an *Exposé Number* to be gotten out in a few days, in which the follies of the faculty will be chiefly dwelt upon.

The *Cactus* is still "in the making," though some details concerning it have leaked out. The editors have taken particular pains to make the appearance attractive, and the color designs are appropriate and artistic throughout. The size, cover, and arrangement of the beauty page is different from that of any former *Cactus*. All the engraving work is in now, and the printing matter is to be in by the first of April. A. G.

ALUMNI NOTES

[The editors of THE RECORD desire to print all items of interest concerning the alumni and ex-students. Marriages, births, deaths, business promotions and changes, political and scholastic honors, etc., constitute such items. The editors will be sincerely grateful to you for news of yourself or other alumni that you know.]

1886

R. C. Crane, LL. B., and H. R. Bondies, of the class of 1901, have formed a partnership for the practice of law at Sweetwater.

1897

J. C. McVea, C. E., is engineer for the Houston East and West Texas Railroad, with headquarters in Houston.

1898

Hon. Tom Connally, LL. B., is a prominent attorney at Marlin. A son has recently been added to his family.

1899

H. D. Ardrey, B. Lit., was recently elected to the school board of Dallas by the highest vote polled in the election.

1900

O. E. Roberts, LL. B., recently declined a renomination as mayor of Taylor.

Mr. and Mrs. E. E. Witt, of Waco, will chaperone a party in Europe this summer. Mr. Witt took the B. A. degree at the University, and Mrs. Witt was a popular student of the class of 1904.

1901

H. R. Bondies, LL. B., has formed a partnership with R. C. Crane, of the class of '86. His address is Sweetwater.

1902

Edd. R. Campbell, LL. B., has formed a partnership in Houston with Henry F. Fisher and George D. Sears, of the class of 1910.

Miss Ethel Z. Rather, B. A., M. A., has published her doctoral thesis in the January number of the *Quarterly* of the Texas State Historical Association. It is entitled "The Recognition of Texan Independence by the United States." Miss Rather took her doctor's degree at Yale in 1908.

1903

J. J. Averitte, B. Lit., LL. B., '07, is practicing law in Dallas. His office is in the Gaston National Bank Building.

Roy Bedichek, B. Lit., is living on a section of government land at Deming, New Mexico, in fulfillment of the requirements for purchase.

J. E. Hackett, B. A., died of tuberculosis at El Paso, February 3, 1910. He had been practicing law at Marlin, and was buried there. He left a wife and baby daughter.

L. H. Hubbard, B. Lit., was recently elected superintendent of the public schools of Belton.

1904

J. L. Worley, B. A., who is this year Instructor in American History in the University, will next year attend Columbia University.

1905

C. T. Paul, ex-1905, is mayor of San Angelo.

1906

On Wednesday, March 16, Miss Eleanor Brackenridge, B. Lit., was married to Mr. John Laprelle, '07. They are at home in South Austin.

R. N. Watkin, LL. B., was recently elected to the school board of Dallas by a strong vote.

1907

John Laprelle, B. Lit., was married on March 16, to Miss Eleanor Brackenridge, '06.

J. V. Patterson, LL. B., is city attorney of Memphis, Texas.

1908

Miss Mary Eva Hewlett, B. A., was married on March 31, at the First Baptist Church of Bloomfield, New Jersey, to Mr. James Godfrey Martin, Jr.

Hugh Lothrop, B. A., will be married on April 26, to Miss Valre Booker of Texarkana. Mr. Lothrop is manager of a large mercantile business at Texarkana.

A. M. McAfee, B. A., has been nominated to a fellowship in Chemistry at Columbia University. Mr. McAfee is at present Tutor in Chemistry at the University of Texas.

Hon. R. R. Smith, LL. B., was recently married to Miss Florence Bowen of Pleasanton.

1909

Jewel Arnold, LL. B., is a candidate for county attorney of Rusk county.

C. E. Hackett, B. A., this year Fellow in Medieval History in the University, has been awarded a scholarship in American history for next year at Leland Stanford, Jr., University.

1910

Chris Emmett, ex-'10, is a candidate for county attorney of Hamilton county.

George D. Sears, ex-'10, has formed a law partnership in Houston with Henry F. Fisher, and Edd. R. Campbell, '02.

THE TEXAS STATE HISTORICAL ASSOCIATION

The Texas State Historical Association held its annual meeting on Wednesday, March 2. The Association was organized for the purpose of furnishing a center for the encouragement of the investigation of Texas history as well as an organization with means of publishing matter on the subject. Texas history has gone through many phases, but the phase that has attracted the most attention, has of course been the "heroic age," when Texas was winning her independence from Mexico. With the sentiment connected with this period of Texas history the University has identified itself, making March 2, the anniversary of the declaration of Texas independence, her own particular holiday. Accordingly it has been very natural that the Historical Association, whose interests have naturally been connected especially with the same period, has followed the custom of holding its annual meeting on that day. The Association has been the means of publishing much material relating to the earlier period when Spain was contesting the possession of Texas with the French settlers of Louisiana and also to the later period when Texas was a State of the American Union or a member of the Southern Confederacy, but certainly the chief interest of the members of the Association has been connected with the time when the Anglo-American pioneers were winning homes in Texas or establishing the supremacy of the Anglo-American civilization over the civilization of Spain in that country.

The annual meeting on March 2 was, as has been usual, an open meeting, and the general public was invited to attend. The program consisted of the reading of two papers, by members, who have long taken a close interest in the work of the Association. Mr. E. W. Winkler, who is an old contributor to the *Quarterly* of the Association, read a paper entitled "The Journal of a Bexar Prisoner," consisting of extracts from the journal of one of the men who were carried as prisoners into Mexico after the Mexican raid that put the Mexican forces into temporary possession of San Antonio. The journal is an old manuscript volume that the State Library has recently acquired from its former owner in Harrisburg, Pa. Mr. Winkler's paper was followed by one from Judge Z. T. Fulmore, on "Geography and History in the Two Hundred and Forty-five County Names of Texas." Judge Fulmore classified the county names of Texas according to the period in which the persons for whom the several counties were named distinguished themselves. He gave some particulars of the lives of a number of the less known of the men whom he named.

After the formal program the Association elected its officers for the ensuing year. Judge A. W. Terrell was re-elected president, and all the other officers were retained except that Mr. J. L. Worley was made corresponding secretary-treasurer. Some twenty new members were added

to the rolls and Mr. C. T. Neu, of Greenville, who contributed an article to the *Quarterly* last year on "The Case of the Brig Pocket," was made an additional fellow of the Association. J. L. W.

A BIBLIOGRAPHY FOR 1909

The list which follows is intended to be a complete record of the books and signed contributions to periodicals written by the instruction force of the University and published during the year 1909. Publications appearing after December 31, 1909, have not been included. It was deemed best not to include in the present bibliography newspaper articles or book reviews, unless the latter furnished some distinct contribution to scientific knowledge. The information was collected through the medium of a circular letter addressed to each member of the instructing force. Added to this list in one or two cases were unreported articles which appeared in the RECORD last year. Compared with the Bibliography for 1908, the present list is somewhat longer. This increase is in addition to the articles reported from the Department of Medicine, which department was by oversight not included in the list last year. Thanks are due to members of the instructing force for promptly reporting the desired information. R. A. L.

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(*Continued from inside front cover.*)

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3. *De Witt's Colony*, by Ethel Z. Rather. 99 p., 4 maps. 1905. 35 cents.

5. *The Grotesque in the Poetry of Robert Browning*, by Lily B. Campbell. 41 p. April, 1907. 25 cents.

6. *The Beginnings of Texas*, by R. C. Clark. 94 p., map. December, 1907. 75 cents.

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To those who desire it a complete list of the publications of the University of Texas will be furnished. Requests for this or for bulletins should be addressed to the University of Texas Bulletin, Austin, Texas. Exchanges should be addressed to the University of Texas Library.

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